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MANSFIELD STATE NORMAL SCHOOL



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The Mansfield Normal Quarterly

Published by the Trustees of the Mansfield State Normal School of the Fifth Normal School District of Pennsylvania.

Issued quarterly, in the months of February, May, August and November.

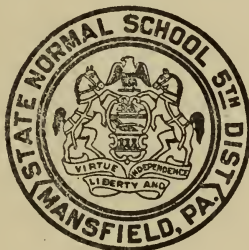
All communications should be addressed to William R. Straughn, Principal, Mansfield, Pa.

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FEBRUARY, 1922

NUMBER 1



CATALOG NUMBER

THE SIXTIETH ANNUAL CATALOG OF THE
MANSFIELD STATE NORMAL SCHOOL
OF THE FIFTH DISTRICT OF PENNSYLVANIA

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UNIVERSITY OF ILLINOIS

CALENDAR FOR 1922-1923

First Semester (18 weeks)

- Sept. 18. Monday. Students enter.
Dec. 21. Thursday. Christmas vacation. (10 days).
Jan. 2. Tuesday. Students return.
Jan. 26. Friday. First Semester ends.

Second Semester (18 weeks)

- Jan. 29. Monday. Second semester begins.
Mar. 24. Saturday. Easter vacation begins.
Apr. 2. Monday. Students return.
June 3. Sunday evening. Baccalaureate Sermon.
June 4. Monday.
9:00 A. M.—Senior Class Day Exercises.
2:00 P. M.—Art Exhibit.
8:00 P. M.—Annual School Play.
June 5. Tuesday.
11:00 A. M.—General Alumni Meeting.
1:00 P. M.—Alumni Dinner.
3:30 P. M.—Alumni Class Meetings.
8:00 P. M.—School Opera.
June 6. Wednesday. 9:30 A. M.—Graduation Exercises.
June 18. Monday. Summer Session begins (9 weeks).
-

NOTE:—Students are urged to plan to go home, except for emergency, only at the times provided for the regular vacations.

BOARD OF TRUSTEES

Mr. C. J. Beach, Mansfield, Pa., President

Mrs. C. E. Bennett, Wellsboro, Pa., First Vice President.

Mrs. W. F. O'Donnell, Morris Run, Pa., Second Vice President.

Mr. E. H. Ross, Mansfield, Pa., Secretary.

Mr. W. W. Allen, Mansfield, Pa., Treasurer.

Mr. William H. Hatfield, Tioga, Pa.; Mr. Scott Jenkins, Blossburg, Pa.; Dr. C. W. Sheldon, Wellsboro, Pa.; Mr. Elwin Allen, Canton, Pa.; Mr. F. H. Campbell, Wellsboro, Pa.

HOW TO REACH MANSFIELD

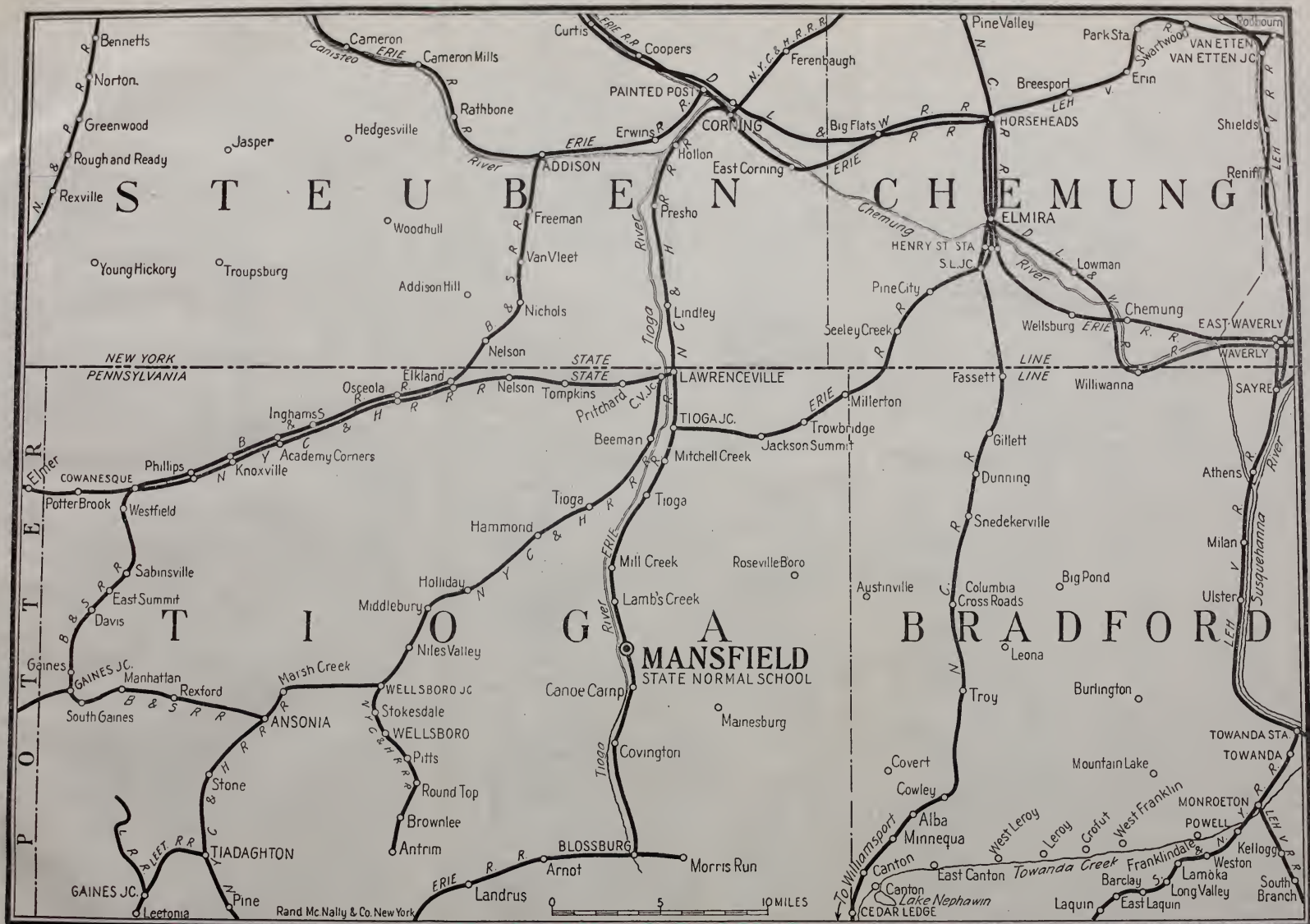
Mansfield is thirty-six miles from Elmira, via the Erie railroad. Students coming via the Northern Central railroad, change at Elmira; those coming via the Pennsylvania Division of the New York Central change at Tioga or Lawrenceville. Passengers from the East, by the Erie, change cars at Elmira; by the Lehigh Valley change at Waverly, thence to Elmira and Mansfield by Erie; by the D. L. & W., change at Elmira, thence to Mansfield by the Erie. Those coming from the West, on the Erie or D. L. & W., change cars at Elmira.

See map opposite this page.

All baggage should be distinctly marked with the name of the owner and "STATE NORMAL SCHOOL," to insure its being brought to the Normal building. Whenever baggage is to be taken to the station, it should be marked with the name and destination of owner.

A special train is generally operated to accommodate our students on the opening day of the Fall Term.

A bulletin of information will be sent to all enrolled students about two weeks before the opening of school.



Advertiser Print, Mansfield, Pa.

Map Showing Railroads and Towns in the Vicinity of Mansfield.

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THE FACULTY, 1921-1922

THE FACULTY

WILLIAM R. STRAUGHN, Ph. D., Principal.

School Administration, Sociology.

Training: Laurel (Del.) High School, four year course, 1899; Graduate Baltimore (Md) City College, 1902; A. B., Johns Hopkins University, 1905; Graduate student same, 1905-1906; Ph. D., University of Kansas City, 1908.

Experience: Substitute instructor various departments Baltimore City College, 1902-1906; Journalist and associate editor Baltimore newspapers, same period; head of Department of English and Pedagogy, Millersville (Pa) State Normal, 1906-1911; Assistant to Principal, same, 1909-11; City Superintendent of Schools, DuBois (Pa.), 1911-14; Principal Mansfield State Normal since April 1, 1914.

HERBERT GRANT, B. Sc.

Vice Principal and Professor of Physical Sciences.

Training: Arnot, Pa., Graded Schools, 1899; Diploma, Mansfield State Normal School, 1905; Summer Session, Cornell University, 1907; Summer Session, University of Pennsylvania, 1909; Summer Session, Penn. State College, 1912; B. Sc., Teachers' College, Columbia University, 1915.

Experience: Landrus, Pa., Ungraded School, one year, 1905-06; Principal of High School, Arnot, Pa., two years, 1906-08; Principal of High School, Westfield, Pa., five years, 1908-3; present position, 1915——.

ARTHUR T. BELKNAP, A. M., S. T. B., D. D.

Dean of Instruction and Professor of English.

Training: Framingham, Massachusetts, High School, four year course, 1889; A. B., Brown University, 1893; A. M., (English and Philosophy) same, 1896; Graduate, The Newton Theological Institution, 1896; Private student The University of Halle, Summer, 1896; S. T. B., Harvard University, 1899; D. D., Sioux Falls College, 1920.

Experience: Professor of English, Franklin College of Indiana, 1907-1919; Dean, same, 1916-1919; Acting President, same, April-June, 1917; Member of Summer School Faculty, Indiana University, 1912-1915; Extension lecturer, same, 1916-1918; President, The Grand Island College, Grand Island, Nebraska, 1919-1920; present position 1920——.

GERTRUDE E. BRADT, B. S.

Dean of Women.

Training: Diploma, High School, Castile, N. Y., 1900; Diploma, Geneseo State Normal (N. Y.), 1903; Diploma, Rochester Business Institute, Rochester, N. Y., 1913; B. S. and Diploma as Principal of Secondary Schools, Columbia University, 1919; Graduate Work, Columbia University, 1919-1920.

Experience: Graded School, one year, 1903-1904; High School, Teacher and Supervisor of English, seven years, 1904-1912; Principal of High School, Castile, N. Y., 1912-1918; present position 1920——.

GEORGE B. STRAIT, B. S.

Dean of Men; Professor of Mathematics and Biology.

Training: Troy, Pa., High School, four year course, 1884; Diploma, Mansfield State Normal School, 1899; B. S., Syracuse University, 1903.

Experience: County schools, six years, 1881-89; Graded schools, Principal, ten years, 1889-99; High School, Science and Mathematics, one year, 1903-04; Cazenovia Seminary, Department of Mathematics, seven and one-half years, 1904-12; Department of Mathematics, Johnstown High School, Johnstown, Pa., one-half year, January to May 29, 1912; State Normal School, Department of Biological Sciences, 1912 to date.

O. L. WARREN.

Professor of Education;

Assistant Director of Training School.

Training: Attica, N. Y., High School, four year course, 1881; Diploma, Geneseo, (N. Y.) State Normal School, 1887; Chautauqua Summer Schools, eleven sessions; Chicago University Summer Schools, three sessions; Chicago Summer School of Music, one session; University of Pennsylvania, one session.

Experience: Rural Schools, four terms; Graded Schools, ten years; High School, Principal, nine years; New York State Teachers' Institute work, three years; Institute lecturer in several states, twelve years; present position, 1920——.

HARVEY J. VAN NORMAN, B. S.

Professor of French.

Training: Woodhull, N. Y., and Canisteo, N. Y., Academies; B. S., Cornell University, 1878; Graduate work, Cornell University, Springs of 1881 and 1882.

Experience: Rural Schools, 1870-1874; Graded School, 1878-1885; present position, 1886——; Teacher of English Grammar, 1886-1916; Professor of French, 1909——. Retires Sept. 1922.

MRS. JENNIE FARRER AVERY.

Director Group IV (Rural Education).

Training: Diploma, Mansfield State Normal School, two year course, 1876; First Grade Certificate, Owyhee County, Idaho, 1907; Idaho State Life Certificate, 1911.

Experience: Country Schools, six years, 1870-1872, 1902-1906; Wayne County Training School, one year, 1876-1877; Principal, Liberty, Pa., Graded School, two years, 1873-1874, 1877-1878; Grammar Grades, Wellsboro, Pa., eight years, 1878-1886; High School, Mansfield, Pa., four years, 1886-1890; Owyhee County, Idaho, Country School, three years, 1906-1909; Superintendent Owyhee County, three terms, 1909-1915; Supervisor, M. S. N. S. Training School, four years, 1915-1919; Methods and Rural Sociology, one year, 1919-1920; Methods and Preceptress, Summer Term, 1920; present position, 1920, Rural Sociology, Prevocational Education and English Fundamentals. Retires Sept., 1922.

GEORGE W. CASS, A. M.

Professor of Social Sciences.

Training: Elkland, Pa., High School, four year course, 1895; Mansfield State Normal School, two year course, 1901; A. B., Dickinson College, 1905; A. M., Dickinson College, 1908.

Experience: Rural School, one year, 1897-98; Union College, Department of Latin Language and Literature, Barboursville, Ky., two years, 1905-07; present position, 1907——.

ALICE H. DOANE.

Latin and English.

Training: Blossburg High School, three year course, 1892; Diploma, Mansfield State Normal School, 1894; College Preparatory work, Mansfield State Normal, 1899-1900; Syracuse University, 1903-1905.

Experience: Graded Schools, one year, 1897-1898; Soldiers Orphan School, Harford, Pa., two years, 1898-1900; High School, English and History, Wellsboro, Pa., three years, 1900-1903; High School, Latin and English, Montrose, Pa., one year, 1905-1906; Mansfield State Normal School, Latin, four years, 1906-1910; High School, Latin and History, Lower Merion Township, Ardmore, Pa., two years, 1910-1912; present position, 1912——.

PHILIP A. JONES.

Coach and Physical Director.

Training: Bangor High School, 1913; Dean Academy, Diploma, 1915; Special Summer courses, Health Education, Trecarton Preparatory School, 1913-1914-1915; University of Maine, 1915-16; University of North Carolina, 1916-1917; Inns of Court, London, England, 1919; Summer course, Coaching and Physical Work, Springfield Training College, 1921.

Experience: Athletic Director, 103rd Infantry, France, 1917-1919; Coach and Physical Instructor, Abraham Lincoln School, 1919-1920; Coach and Physical Instructor, McAllister School for Boys, 1920-21; present position, 1921——.

MARION E. VAIL, B. Pd.

Health Education for Women.

Training: New Milford High School, New Milford, Pa., three year course, 1911; Diploma, Mansfield State Normal School, 1914; B. Pd., 1905; University Pennsylvania Summer Course in Physical Training, 1914-1915; Columbia University, Summer, 1920.

Experience: Country School, one year, 1914-1915; Graded School, one year, 1915-1916; Normal School, Department of Physical Training, Mansfield, Pa., three years, 1916-1918; Physical Training, Binghamton Central High School, Binghamton, N. Y., 1919-1920; present position, 1920——.

ANNA GRIFFITH CARMODY.

Supervisor of Penmanship.

Training: Troy Conference Academy, Poultney, Vt., 1911; Castleton State Normal School, Castleton, Vt., 1913; Summer session A. N. Palmer School of Penmanship, New York, 1915; Summer session, Castleton State Normal School, 1918.

Experience: Supervisor of Primary Work and Penmanship, 1913-22; present position, February, 1922——.

MARGARET B. SCUREMAN.

Department of Oral Expression.

Training: Kingston, (Pa.) High School, four year course, 1914; Diploma, Wyoming Seminary, 1915; Diploma, Emerson College of Oratory, 1917.

Experience: One year as head of Expression Department and Physical Department at Spelman Seminary, Atlanta (Ga.); two years teaching studio lessons. Several years of experience as a reader and public speaker. Present position, 1920——.

WILL GEORGE BUTLER, Mus. Doc.

Dean of the Conservatory of Music, Professor of Violin, 'Cello, and other Orchestral Instruments; Instructor of Harmony, and Conductor of the Orchestra.

Training: Blossburg, Pa., High School, 1895; Mansfield State Normal Conservatory of Music, 1887-1898; Teachers' Course Mansfield, 1896-97; Post Graduate, 1898; Violin, Ovide Musin, 1898; Violin, Samuel E. Jacobson, Chicago Musical College, 1899-00; Composition, Dudley Buck, 1901-02; Mus. Doc., The University of the State of New York, 1905.

Experience: Conductor of Orchestra, Professor of Violin and Theory, Kansas State Normal School, Emporia, Kansas, 1898-1904; Professor of Violin and Theory, and Conductor of the Orchestra and Glee Clubs, Williamsport, Pa., Dickinson Seminary, 1904-1913; Concert Work, 1913-14; Professor of Violin and Theory, and Conductor of the Orchestra, Mansfield State Normal School, 1914-17; present position, 1917——.

MRS. GRACE STEADMAN.

Director of Music.

Training: High School, Middletown, Ohio, 1885-1887; Cincinnati, Ohio, 1888; Cincinnati Conservatory, 1888-1890; Expression and Physical Training. State Normal School, Kearney, Nebr., 1913. Diploma and life certificate. State Teachers' College, May, 1921, M. B. in Ed. Cornell University summer session, 1921.

Experience: Teacher of Voice, twenty-five years. Public School Music, ten years. Kearney Conservatory of Music, 1903-1907. Director of Music, State Teachers' College, Kearney, Nebr., 1907-1921. Present position, Sept., 1921——.

Institute instructor, choir and choral director, community music leader, fourteen years.

VIVIAN B. REYNOLDS.

Public School Music Methods.

Training: Sayre, Pa., High School, four year course, 1908; Rutgers College, New Brunswick, N. J., six weeks summer session, 1914; Teachers' College, Columbia University, N. Y., one year, 1916-17; Diploma, Mansfield State Normal School, 1918; Finch School, New York University, six weeks summer session, 1920.

Experience: Country Schools, two years, 1908-1910; Graded Schools, six years, 1910-1916; Mansfield State Normal School, two years, 1918-1920; Department of Public School Methods and Supervisor of Music in Training School; present position, 1920——.

CORA A. ATWATER.

Department of Voice.

Training: Elmira Free Academy, Elmira (N. Y.), four year course; Diploma, Elmira College Conservatory of Music, 1914; Graduate Work, Elmira College, pupil of George Morgan McKnight, 1915-17; Pupil of Alfred Pusey-Keith of England, 1918-1919; Pupil of Isidore Lickstone, New York, summer, 1920.

Experience: Private studio, Elmira, (N. Y.), six years, 1913-1919; Contralto soloist, church choirs, Elmira (N. Y.), ten years, 1910-1920; present position, 1918——.

GEORGIA HOAG.

Department of Piano and Organ.

Training: Cortland High School; Syracuse University, M. B., 1906-10; Syracuse University, P. G., 1910-11; Cornell Summer Session, 1914.

Experience: Head of Piano Department, Mansfield Normal School, 1912-1918; Organ, Mansfield Normal School, 1914-16; Head of Piano and Organ, Berry School (Georgia), 1918-21; present position, 1921——.

DOROTHY HOARD.

Assistant in Music and Art.

Training: Mansfield Richmond High School, four year course, 1912-16; Regular Normal course, Mansfield State Normal School, 1916-18; Music and Art Supervisors' course, 1918-19.

Experience: Music and Art Supervisor, Palmyra, N. Y., 1919-21; Summer School Art, Mansfield State Normal School, 1919, 1920, 1921; present position, 1921——.

MADELINE M. KING.

Assistant Instructor in Piano and Voice.

Training: Elmira Free Academy, Elmira, N. Y., 1916-17; Lancaster Junior College, South Lancaster, Mass., 1918-20; Elmira College Conservatory of Music, 1916-17, 1921-22.

Experience: Private teaching; present position, February, 1922——.

SADIE M. SMITH.

Department of Home Economics.

Training: Galeton High School; Mansfield State Normal School, four year course, 1911; Thomas Normal Training school, 1916; Correspondence Courses, State College and Woman's Institute.

Experience: Rural Schools, three years; Graded Schools, two years; High School Department of Home Economics, Spencer, Indiana, one and one-half years, 1916-1917; Normal School, Department of Home Economics, 1917——.

LUCILE J. WELSH.

Dietitian and Instructor of Nutrition.

Training: Beaver Dam, Wisconsin, High School four year course, 1913; Diploma, the Stout Institute, 1917; Graduate Work, Drexel Institute, 1918-19.

Experience: High School, Department of Home Economics, Correll, Minnesota, one and one-half years, 1917-18; Dietitian of Allentown Hospital, Allentown, (Pa.), one and one-quarter years, 1919-1920; Dietitian of Wichita Hospital, Wichita, (Kansas), three months, 1920; present position, 1920——.

LAURA A. WHEELER.

Department of Art.

Training: Troy, Pa., High School, four year course, 1900; Certificate Syracuse University, Normal Art Course, 1905; Voice, Syracuse University, 1902-1905; Chautauqua Arts and Crafts, Summers, 1905-1912-1917; New York University, Summers, 1919-1920.

Experience: Grades and High School, Supervisor of Art and Music, Wellsville, New York, 1905; Grades and High School, Supervisor Art and Music, Troy, Pa., 1907-1916; present position, 1917——.

EDNA L. HEWSON.

Commercial Department.

Secretary to Dean and Bookroom Clerk.

Training: Addison, New York, High School, four year course, 1907, Diploma; New York State Normal School, 1911-12; Elmira, New York Business Institute, 1913-14, Diploma; Gregg School, Teachers' Course, 1915.

Experience: Rural schools, four years, 1907-1911 and 1912-1913; Meeker's Business Institute, Elmira, New York, four and one-half years, 1915-1919; present position, 1919——.

MARY E. BELKNAP, A. B.

Librarian.

Training: Methuen, Mass., High School, 1897; A. B., Colby College, 1901.

Experience: Assistant in Colby College Library, one year. Present position, 1920——.

E. A. RETAN.

Director of Training School.

Training: Elmira, (N. Y.), Grammar and High School; Mansfield State Normal School, 1880-1881; Pennsylvania University Summer Session, 1920.

Experience: Rural School, 1881-1882; Millerton Graded Schools, 1882-1889; Supervising Principal Morris Run, Pa., 1893-1898; Principal High School, Tioga, Pa., 1898-1901; Principal High School, Mansfield, Pa., 1901-1910; County Superintendent, Tioga County Schools, 1911-1918; present position, 1918——.

JAMES G. MORGAN, Ph. D.

Department of Measurements.

Principal Junior High; Director Group III.

Training: Tower City, Pa., High School, four year course, 1913; Keystone State Normal School, Diploma, 1916; Ph. D., Muhlenberg College, 1921; Extension credits, New York University, 1920-21.

Experience: Township school, one year, 1916-17; Principal, Tower City Borough Schools, 1917-18; Instructor U. S. Artillery School, 1918-19; Instructor, Extension and Summer Schools, Muhlenberg College, 1919-21; Assistant Department of Education, Muhlenberg College, 1920-21; present position, 1921——.

R. B. WALTER.

Department of Geography.

Training: East Stroudsburg State Normal, 1909-12, Diploma, 1914; Post-graduate work, 1915; Penna. State College, special work, 1914 (Summer); Columbia University, special work in Geography, Junior High School, and Supervision, 1920 and 1921 (Summers).

Experience: Rural School, one year, 1912-13; Supervising Principal, Graded Schools, two years, 1913-15; Vice Principal, Summer School for teachers, two sessions, 1913 and 1915 (nine week sessions); Principal, same, 1916; Principal High School, five years, 1915-18 and 1919-21; present position, 1921——.

LEAH A. DAY.

Director of Group I (Kindergarten-Primary)

Training: Cortland High School, four year course, 1909; Professional and Kindergarten-Primary Diplomas, Cortland State Normal School, 1912; Summer Work, Columbia University, 1919-1920.

Experience: High School, Principal's Assistant, McGraw, New York, one year, 1912-1913; Public School-Kindergarten Department, Cortland, New York, seven years, 1913-1920; present position, 1920——.

MARY JOSEPHINE MUFFLY.

Training Teacher, Grade I.

Training: Howard, Pa., High School, three year course, 1908; Diploma, Lock Haven State Normal School, 1912; Summer Session, Pennsylvania State College, 1914; Primary Methods, Temple University, Philadelphia, 1916-1917; Partial student, University of Pennsylvania, 1917-1918, 1919-1920.

Experience: First Primary Grade, Clearfield, Pa., four years, 1912-16; Second and Third Grades, Ogontz, Cheltenham Township, Pa., 1917-1918; Sixth, Seventh and Eighth Grades, Howard, Pa., 1918-1919; Primary teacher and supervisor, Norwood, Pa., 1919-1920; present position, 1920——.

MRS. MERLE COGSWELL GRANT.

Training Teacher, Grade II.

Training: Mansfield State Normal School, 1906.

Experience: Rural schools, two years, 1906-08; Westfield, (Pa.), Borough Graded School, one year, 1908-09; present, 1915——.

MRS. LILA S. HULSLANDER.

Training Teacher, Grade III.

Training: Mansfield High School, 1909; Mansfield State Normal School, 1913; Teachers' College (Summer Session).

Experience: Graded schools, three years, 1913-1915; 1919-1920; High School, Department of History, Knoxville, (Pa.), two years, 1917-1919; present position, 1920——.

ELIZABETH P. STALFORD.

Training Teacher, Departmental Language.

Training: Wyalusing Township, Pa., High School, four year course, 1912; Diploma Mansfield State Normal School, 1914; Summer course Teachers' College, Columbia University, New York, 1920.

Experience: Departmental English, Grammar grades, five years, West New York, N. J., 1914-1919; present position, 1919——.

MILDRED L. GRIGSBY.

Training Teacher, Departmental Geography.

Training: Secondary Department Mansfield Normal School; Diploma, Mansfield State Normal School, 1916; Summer session Pennsylvania State College, 1917; Summer session Teachers' College, Columbia University, 1920.

Experience: Seventh grade, Shingle House, Pa., 1916-1917; Critic, Mansfield State Normal School, two years, 1917-1919; Sixth grade, Lawrence, L. I., one year, 1919-1920; present position, 1920——.

JESSIE I. GRIGSBY.

Training Teacher, Departmental Mathematics and Latin.

Training: Galeton, Pa., High School, Four year course, 1910; Diploma, Mansfield State Normal School, 1914; Summer session, Pennsylvania State College, 1917; Summer course Johns-Hopkins University, 1921.

Experience: Rural school, 1910-12; Critic, Mansfield State Normal School, five years, 1914-19; Assistant Superintendent Franklin Northwest District, Franklin County, Vermont, two years, 1919-1921; present position, 1921——.

BEATRICE M. BEARD, A. B.

Training Teacher, Departmental Reading and Literature.

Training: Corning Free Academy, Corning, N. Y., High School, four year course, 1913; New York State Normal School, Geneseo, N. Y., 1915; A. B., New York State College for Teachers, Albany, N. Y., 1919.

Experience: Preceptress of Union School, Campbell, N. Y., two years, 1915-17; Junior High School, Department of English, North Tonawanda, N. Y., one year, 1919-20; Felton High School, Departments of English and Mathematics, North Tonawanda, N. Y., one term, 1920; present position, 1920——.

NOTE:—All special subjects in the Training School, as penmanship, music, art, sewing, cooking, manual training, health instruction, are directly supervised by the Normal professors of the studies.

MARGARET HUTCHESON

Bursar

HELEN R. JUPENLAZ

Secretary

MRS. MARY LARSON

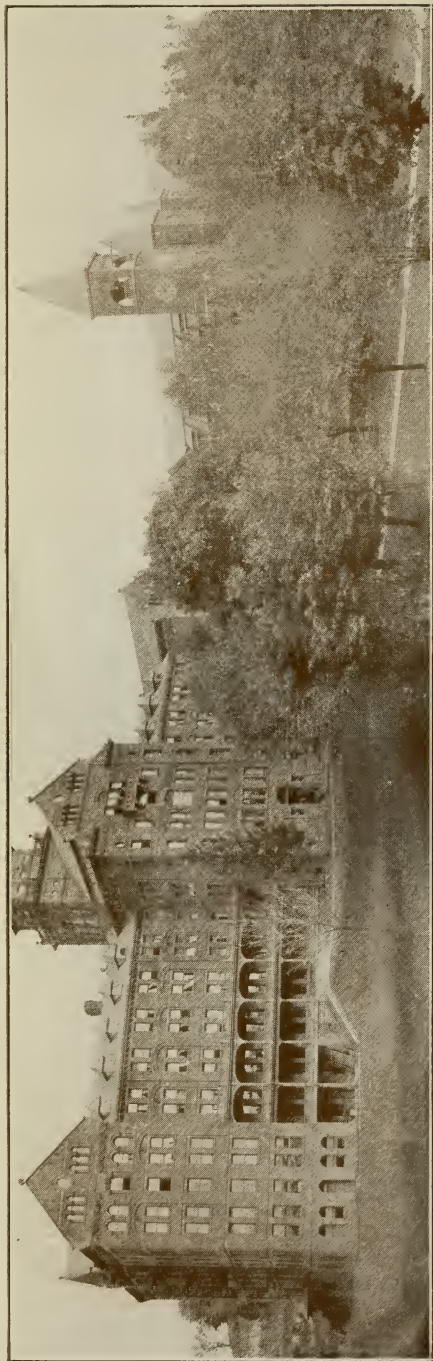
Nurse

F. E. BROOKS

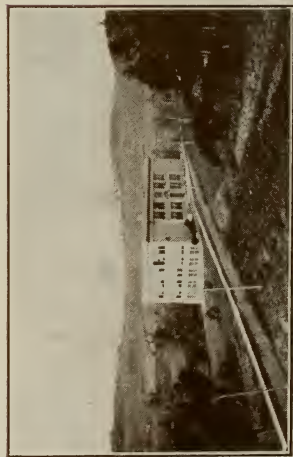
Superintendent of Grounds and Buildings

MRS. F. E. BROOKS

Matron



NORTH HALL AND CAMPUS



TRAINING SCHOOL FROM NORTH HALL



ALUMNI HALL FROM CANNON



THE PRINCIPAL'S RESIDENCE



SOUTH HALL, THE BOYS' DORMITORY

THE NEW COURSE OF STUDY

The new course of study is perhaps the most advanced and far reaching educational program ever attempted in Pennsylvania. It has been carefully planned, criticized and revised through months of labor and has the approval of the leading educators of the day. It places the training of teachers on the same broad basis as the training required for any of the great professions, dignifies and exalts the Normal Schools, which have now gone on a collegiate basis of two years.

Fifteen units of high school work are required for admission (see explanation under Requirements for Admission). A Secondary Department will be maintained to give students who lack required entrance units an opportunity to make up these separately or in connection with the Normal Course, if the program will permit. Students living in towns that maintain four-year high schools must obtain their required units at home, (except under very special conditions), but the Secondary Department will be of benefit to those who have no high school opportunities at home, or who have only three-year-high schools. However, we wish to discourage graduates of third and second class high schools from entering. Graduates of third class schools will need an entire year in the Secondary Department before admission to Normal, and these are urged to attend their nearest first class high school before coming to Mansfield. Graduates of second class high schools, who have the required 15 units for admission, will be accepted. Briefly, the purpose of our Secondary Department is to provide opportunity for young people who are beyond the age of public high school pupils, or for those who cannot more conveniently attend a neighboring high school; and for those whose maturity and ability will save them time by more rapid progress under our elastic schedule. A student may complete the required fifteen units in the Secondary Department in whatever time his ability will permit, and is not kept back by pupils of slower growth. The tuition is free to all who are seventeen years old.

After students have been in attendance in the Regular Normal Course a semester, they will elect the group, as Kindergarten-Primary, Intermediate Grades, Grammar and Junior High School, or Rural, as major, with broad opportunities for electives in college subjects. However, graduation from one group does not limit the teaching to that group, but the diploma is good for any grade of teaching from Kindergarten up to and including Junior High School. Graduates of the Regular Normal course, who add 12 semester hours in the proposed field of teaching, will be eligible to teach in Senior High Schools. This additional work, all of college grade, may be taken during the regular or summer sessions at the State Normal Schools. Graduates

of the recognized special courses (see next paragraph) are eligible to teach in Grades or Junior and Senior High Schools, or to supervise their special subjects.

Special Departments

The special departments of Music and Home Economics will continue, and require three years' attendance. State certificates, without further examinations, will be granted. The special Kindergarten course has been combined with Group I of the Regular Normal as Kindergarten-Primary (two years), with life diploma. Special lessons and courses in elocution (oral expression) will be available, as in former years. Special opportunities, as advanced work, will hereafter be available to any students of any of the departments who may wish to take studies in drawing. These studies will count as electives in the Regular Normal, with full credit. The requirements for admission to Music or Home Economics courses are the same as for the Regular Normal (see below).

Extension and correspondence courses are now available. Write for special bulletin. A strong summer session is also in operation (see special announcement in the catalog).

Requirements for Admission

1. Graduates of approved secondary schools who can present evidence of having completed fifteen units of high school work will be admitted as regular students to the State Normal Schools.

2. A unit shall consist of not less than thirty-six weeks of work requiring at least four periods per week of not less than forty minutes per period or its time equivalent. (Subjects not requiring out-of-class preparation or study shall require double time in estimating the units.)

3. Credentials of all students entering the State Normal Schools shall be required and evaluated by the Normal Schools and submitted to the State Department of Public Instruction for approval.

4 Adequate knowledge of the subject matter in the elementary subjects will be presupposed on the part of all students admitted to the Normal Schools.

5. Required units:

English	3 units
Mathematics	1 unit
Science	1 unit
Social Studies	1 unit after September, 1923, 2 units
Elective	9 units after September, 1923, 8 units
Total	15 units

6. The holders of permanent and professional certificates will be given one unit toward admission as regular students to the Normal Schools for each subject of high school grade written on the certificate.

7. Advanced credit will be given for equivalent course in approved teacher training institutions, but no student may obtain a Normal School certificate without a minimum residence of one year.

8. For the present the Normal Schools, shall, when necessary, conduct a secondary department of first class high school grade for those students who do not have similar high school facilities available in their home communities.

Students Must Select One of Four Curricula.

The four curricula that are offered to students have been organized upon the principle that teaching in the elementary schools can be classified into sufficiently definite types to require specialization. Each curriculum prepares for a specific type of teaching position.

The two years' work of the Normal School is divided into four semesters. The work of the first semester is the same for all students. A large purpose for the work of the first semester is to acquaint students with the requirements for successful teaching in the different grades so that they may be able to decide intelligently in what grade or grades they prefer to teach. The course entitled "Introduction to Teaching", which includes observation and participation in the training school, is especially designed to aid students in a wise selection of a curriculum.

At the end of the first semester students are asked to select one of the four curricula for the purpose of specialization in a specific field of teaching. The work of each curriculum must be completed in its entirety. Students may be granted the privilege of changing from one curriculum to another only on condition that the prescribed courses of any curriculum must be completed before a certificate of graduation is granted.

The Four Curricula

Group I—Kindergarten-Primary—for teachers of Kindergarten and Grades 1, 2, and 3.

Group II—Intermediate Grades—for teachers of Grades 4, 5, and 6.

Group III—Grammar Grades and Junior High School—for teachers of Grades 7, 8, and 9.

Group IV—Rural—for teachers of rural schools.

THE MANSFIELD NORMAL QUARTERLY

GROUP I
(Kindergarten and Grades 1, 2, 3)
1st Semester

	Per.	S. H.
Introduction to Teaching.	4	3
English Fundamentals ...	3	3
English Composition	2	2
Nature Study	3	2
Art	3	1½
Handwriting	2	1
Personal and School Hyg.	2	2
Health Education	3	1½
Elective—Arith., Biology, Geog., Hist	3	3
	<u>25</u>	<u>19</u>

2nd Semester

Psy. and Child Study....	3	3
Kindergarten Theory	2	2
English Composition	2	2
Oral Expression	2	2
The Teaching of Primary Reading	3	3
Industrial Arts	4	2
Handwriting	2	1
Music	2	1
Health Education	3	1½
	<u>23</u>	<u>17½</u>

3rd Semester

Student Teach., including School Efficiency and Con- ferences	15	15
The Teaching of Primary Reading	3	3
Health Education	3	1½
	<u>21</u>	<u>19½</u>

4th Semester

Hist. and Prin. of Ed....	3	3
Children's Literature and Story Telling	3	3
Educational Sociology . . .	3	3
Art Education	4	3
Music	2	1
Health Education	3	1½
Elective	3	3
	<u>21</u>	<u>17½</u>
Total	90	73½

GROUP II
(Grades 4, 5, 6)
1st Semester

	Per.	S. H.
Introduction to Teaching.	4	3
English Fundamentals ...	3	3
English Composition	2	2
Nature Study	2	2
Art	3	1½
Music	2	1
Personal and School Hyg.	2	2
Health Education	3	1½
Elective—Arith, Biology, Geog., Hist.	3	3
	<u>25</u>	<u>19</u>

2nd Semester

Psy. and Child Study....	3	3
Oral Expression	2	2
English Composition	2	2
The Teaching of Arith. . .	3	3
The Teaching of Geog....	3	3
The Teaching of Hist. . .	3	3
Handwriting	2	1
Music	2	1
Health Education	3	1½
	<u>23</u>	<u>19½</u>

3rd Semester

Student Teach., including School Efficiency and Con- ferences	15	15
The Teaching of English	3	3
Health Education	3	1½
	<u>21</u>	<u>19½</u>

4th Semester

Hist. and Prin. of Ed....	3	3
Juvenile Literature	3	3
Educational Sociology . . .	3	3
Art Education	4	3
Music	2	1
Health Education	3	1½
Elective	3	3
	<u>21</u>	<u>17½</u>
Total	90	75½

Electives of three semester hours' credit may be offered in each semester for capable students.

THE MANSFIELD NORMAL QUARTERLY

**GROUP III
(Grades 7, 8, 9)**

1st Semester

	Per.	S. H.
Intro. to Teaching	4	3
English Fundamentals ...	3	3
English Composition	2	2
Nature Study	3	2
Art	3	1½
Music	2	1
Personal and School Hyg.	2	2
Health Education	3	1½
Elective—Arith., Biology, Geog., Hist.	3	3
	<u>25</u>	<u>19</u>

2nd Semester

Psy. and Adolescence	3	3
English Composition ...	2	2
Oral Expression	2	2
Health Education	3	1½
Elective—Major Group ..	6	6
Minor Subjects	6	6
	<u>22</u>	<u>20½</u>

3rd Semester

Student Teach., including School Efficiency and Con- ferences	15	15
Health Education	3	1½
Elective—Major Group ..	3	3
	<u>21</u>	<u>19½</u>

4th Semester

Hist. and Prin. of Ed.	3	3
Educational Sociology ...	3	3
Health Education	3	1½
Elective	3	3
Elective—Major Group ..	6	6
Minor Subject ...	3	3
	<u>21</u>	<u>19½</u>
Total ..	89	78½

**GROUP IV
(Rural)**

1st Semester

	Per.	S. H.
Intro. to Teaching	4	3
English Fundamentals ...	3	3
English Composition	2	2
Nature Study	3	2
Art	3	1½
Music	2	1
Personal and School Hyg.	2	2
Health Education	3	1½
Elective—Arith., Biology, Geog., Hist.	3	3
	<u>25</u>	<u>19</u>

2nd Semester

Psy. and Child Study	3	3
English Composition	2	2
Oral Expression	2	2
The Teaching of Arith....	3	3
The Teaching of Geog. ...	3	3
The Teaching of Hist. ...	3	3
Handwriting ..	2	1
Music ..	2	1
Health Education	3	1½
	<u>23</u>	<u>19½</u>

3rd Semester

Student Teach., including School Efficiency and Con- ferences ..	15	15
The Teaching of Reading	3	3
Health Education	3	1½
	<u>21</u>	<u>19½</u>

4th Semester

Hist. and Prin. of Ed....	3	3
Childrens Literature and Story Telling	3	3
Agriculture	3	3
Rural Sociology	3	3
Art Education ..	4	3
Music ..	2	1
Health Education	3	1½
Elective ..	3	3
	<u>24</u>	<u>20½</u>
Total ..	93	78½

Major and minor electives shall not include more than three semester hours in the special schools for which separate curricula are provided in the State Normal Schools.

THE MANSFIELD NORMAL QUARTERLY

All electives are taught from the professional point of view and are college grade of work.

All electives are to be chosen with special reference to the group in which the teacher is preparing to teach and with the approval of the principal of the school.

Each Normal School is required to offer at least one elective in each of the six groups of electives. Additional electives of similar grade may be offered at the discretion of the principal of the school.

	Semester	Hours	Credit
Education—			
Educational Measurements			3
Educational Psychology			3
Kindergarten-Primary Methods			3
School Administration			3
Psychology of Adolescence			3
Physiological Psychology			3
English and Foreign Language—			
English Literature			3
Latin			6
Modern Language			6
Mathematics—			
Solid Geometry			3
Plane and Spherical Trigonometry.....			3
Plane Trigonometry and Surveying			3
Intermediate Algebra			3
Advanced Alegrebra			3
Science—			
Agriculture			3
Biology			6
Botany			3
Zoology			3
Chemistry			6
Geography			3
Geology			3
Physics			6
The Teaching of General Science.....			3
Social Studies—			
Economics			3
History			3
Sociology			3
Arts—			
Cookery			2
Art			2
Music			2
Mechanical Drawing			2
Sewing			2
Woodwork			2

BRIEF DESCRIPTION OF THE COURSE OF STUDY

The State Course of Study

The state course of study is used as the basis for the courses in the teaching of the elementary school subjects.

Classification and Numbering of Courses

All courses are classified in seven departments. All courses numbered below 10 are common to all groups. A decimal indicates that two or more courses of the same department occur in the same semester. A single digit or the last two digits indicates the semester in which the course occurs. The first of two digits indicates the group in which the course occurs.

EDUCATION

Education 1—Introduction to Teaching

All groups, 1st semester. 4 periods, 3 hrs. credit.

The primary purpose of this course is to aid students in selecting a specific curriculum at the end of the first semester, and to imbue them with a strong professional spirit and high standards of professional ethics. It includes consideration of the different types of teaching service, the general aims of the public schools and, more specifically, the work to be accomplished by the primary, intermediate, junior high and rural schools respectively, a brief sketch of the characteristics of children in these different types of schools and the qualifications required of teachers to meet the needs of children at the different age levels in these different types of schools. The broad social aims of each type of school and its relation to the state are emphasized.

The instruction in this course is closely correlated with frequent visits of observation and participation in the training school.

Education 2—Psychology and Child Study

All groups, 2nd semester. 3 periods, 3 hrs. credit.

This is an elementary course in psychology combining the important topics of both general and educational psychology, and forming the basis of the specific courses in educational theory and practice. The chief topics considered are: (a) instinctive tendencies; (b) habit-

formation; (c) memory, association (including localization of functions), and economy of learning; (d) the effective life; (e) the thought processes; (f) the extent and causes of individual differences among children, and the use of intelligence tests in determining them; (g) the treatment of exceptional children. About one-third of the course is given to the study of the characteristics of children at the different levels of growth. One laboratory period each week is given to the observation of children. While this course is practically identical in all curricula, there is a differentiation in the observation of children and in the laboratory experiments, each group emphasizing the characteristics of children at the age level of its particular curriculum.

Education 12—Kindergarten Theory

Group I, 2nd semester. 2 periods, 2 hrs. credit.

This course deals primarily with kindergarten aims, purposes, technique, and equipment. Special attention is given to modern tendencies in kindergarten practice, and particularly to the relation of the kindergarten to the primary grades. Observation and participation in the training school is a prominent feature of the course.

13—School Efficiency

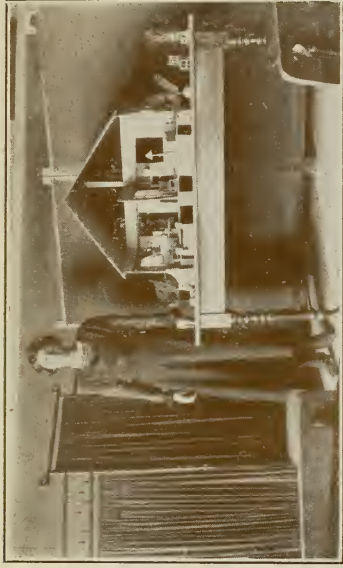
Group I, 3rd semester. 3 periods, 3 hrs. credit.

This course correlates closely with the student teaching, deriving a large part of its meaning from the teaching experience of the student. The instruction is shaped by the aim and purposes of the kindergarten and grades one, two and three, and includes such topics as: class-room routine, the organization of the daily study and recitation program; hygiene standards for and care of class-rooms; the making and keeping of records; and is followed by the analysis and study of class-room technique as: the significance of the play spirit in the primary grades; the management of primary grades; the use of seat work; the value of dramatic expression; types of class-room exercises applicable in the primary grades; and the project and problem method as applicable to children of this age; and the practical application of educational tests and scales.

Education 23—School Efficiency

Group II, 3rd semester. 3 periods, 3 hrs. credit.

This Course correlates closely with the student teaching deriving a large part of its meaning from the teaching experience of the student. The instruction is colored and shaped by the purposes and nature of the work in the intermediate grades and includes class-room routine, and daily study and recitation program, hygienic standards for and care of class-rooms, the making and keeping of records, and is followed by the analysis and study of such class-room technique as:





A BUSY AND A QUIET TIME IN RECREATION COTTAGE



TWO VIEWS OF SCHOOL GARDENS



methods of lesson assignment; types of class-room exercises; efficient methods of study; types of questioning; the value and uses of intelligence and educational tests; and the project and problem method as applicable to the fourth, fifth and sixth grades. The problem of discipline in these grades receives attention.

Education 33—School Efficiency

Group III, 3rd semester. 3 periods, 3 hrs. credit.

This course deals with the principles of instruction common to the teaching of all subjects in the seventh, eighth and ninth grades and is closely correlated with student teaching. Consideration will be given to such topics as types of lessons, the recitation, the assignment, the question, the project and problem method, the socialized recitation, lesson plans, supervised and independent study, the use of educational tests and scales, problems in discipline, economy in classroom management. A considerable part of the time of this course is devoted to a discussion of educational guidance problems. The course analyzes the processes and problems of the important types of human occupations, the aptitudes and training required for each, the financial rewards, the hazards, the opportunities and avenues for advancement in each field. As far as possible typical occupations are studied at first hand including occupations of agriculture, manufacture, transportation, exchange, public service, professional service, domestic and personal service, and clerical occupations. The pertinent printed matter in books, pamphlets and magazines is examined and organized.

Education 43—Primary Methods

Group IV., 3rd semester. 3 periods, 3 hrs. credit.

This is a composite course including the best modern primary methods in number, geography, history, and handwork. It is devoted to a consideration of environmental material in geography and the development of correct geographical concepts; to the aims and purposes of history in the primary grades and the materials available for these grades, with emphasis on the selection of materials for patriotic and other special days; to the best methods of inculcating in children simple health habits; and to the best available means of seat work through paper cutting, weaving, clay modeling, etc.

Education 4—History and Principles of Education

All groups, 4th semester. 4 periods, 4 hrs. credit.

This is an integrating course and aims to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The course begins with a brief review of the origin and development of present day practices and tendencies in

public school education, the large emphasis being placed on these movements that have originated, or at least have come into prominence, since the time of Rosseau. The discussion of such topics as: the aims and purposes of education; the development of various conceptions of educational values; and the history and present status of such educational movements as: vocational education; the treatment of backward children; scientific measurements; the junior high school; the doctrine of interest; formal discipline; the transfer of learning; project and problem teaching; and the socialized recitation.

Education 44—Rural School Problems

Group IV, 4th semester. 3 periods, 3 hrs. credit.

The aim of this course is similar to that of the course in School Efficiency in Groups I, II, and III, and includes in addition the defects of the one-room rural school treated constructively, not destructively; the advantages of consolidation; the organization of rural school; the daily study and recitation program reducing the number of classes by combining grades, alternating grades, correlation, etc.; vitalizing the course of study; club work; community center work; heating and ventilation; play and recreation; and beautifying the school grounds. The discipline of the rural school is discussed.

Education 3—Student Teaching

All groups, 3rd semester. 10 periods, 10 hrs. credit.

THE TRAINING SCHOOL. The training school is the pivotal point of all the work of the normal school. It functions as a laboratory for every department of the school and articulates with particular intimacy with the Department of Education.

OBSERVATION AND PARTICIPATION. Although student teaching is confined to the senior year, junior students are given frequent opportunities for participation in the work of the training school, and observation of expert teaching in the training school is a feature of all the courses in education and of many other courses throughout the curricula. One critic teacher is assigned to each two class rooms and demonstration lessons are taught from time to time in exemplification of the various phases of good educational practice.

DISTRIBUTION OF TIME. A minimum of two consecutive sixty-minute periods per day for one semester is given to student teaching. Where two student teachers are assigned to the same class in the training school the assignments are so adjusted that each student teacher has a definite problem. The distribution of teaching time is designed to give progressively to the student an increasing class responsibility.

LESSON PLANS. Plan forms are used upon which all lessons taught by student teachers are planned. Critic teachers hold daily conferences with the student teachers under their charge and approve all lesson plans of student teachers before the lessons are taught.

STUDENT TEACHERS. Every student teacher confines his teaching to the grades of the group which he has elected. Student teachers electing group I and group II have practice experience in all the subjects of the curriculum and, if possible, in all the grades of the group. Student teachers electing group III confine their practice teaching largely to the subjects in which the student has elected to specialize and if possible, have practice teaching in all the grades of the group. Student teachers electing group IV confine their practice teaching largely to the rural one-room ungraded school and have opportunity for contact with the community problems. All assignments for student teachers contemplate the completion of a unit problem.

TRAINING CLASSES. Training classes aim to have not less than twenty nor more than thirty pupils, that is, enough pupils to set up a normal social situation and yet not so many as to unduly tax the limited skill of the teacher.

THE PUPILS. The pupils in the training school by reason of the careful planning of each lesson and the close supervision of expert teachers, as well as through the use of abundant and elaborate equipment of the normal school, are most favorably situated to secure the best possible education.

ENGLISH AND FOREIGN LANGUAGE

ENGLISH

English 1—English Fundamentals

All groups, 1st semester. 3 periods, 3 hrs. credit.

The purpose of this course is to acquaint the student with the source of material in English and the forms of correct expression.

A definite standard of written and spoken English must be acquired and maintained by all students. Further work in English without extra credit will be required of all who fail to reach and maintain this standard.

A few periods of instruction are given in the method of classifying and cataloguing books and in the use of reference books, readers' guides, etc.

About a third of the time of the course is devoted to a thorough review of the basic principles of English grammar and special attention is paid to the structure of sentences and the syntax of their various parts. The course includes a brief history of the language and the principles underlying its development.

About a sixth of the time of the course is devoted to a study of words including pronunciation, diacritical marking based on a generally recognized system of phonetics and attention is paid to basic principles in etymology.

English 1.1, 2.1—English Composition

All groups, 1st and 2nd semesters. 2 periods, 2 hrs. credit
each semester.

This course includes a thorough study of the forms of English prose composition together with much practice in writing. The four types of English prose, narration, description, exposition and argumentation are carefully studied and analyzed with reference to form, content and technique. Special attention is given to the essay and the short story as media of prose expression and students are required to write frequent themes illustrative of the various prose forms discussed. These are made the subject of class criticism and discussion. The teacher in charge of the class meets the students from time to time for personal consultation.

English 2—Oral Expression

All groups, 2nd semester. 2 periods, 2 hrs. credit

This course is designed primarily to insure (1) a good teaching voice and (2) effective address with facility and ease in oral expression.

English 13—The Teaching of Primary Reading

Group I, 3rd semester. 3 periods, 3 hrs. credit.

The primary aim of this course is to enable the student to acquire skill in the teaching of reading to beginners including the development of skill in the use of phonics. The course includes a comparison of the principal methods of teaching reading and the historical developments of various methods of teaching reading are traced. Consideration is given to the psychological processes involved in reading. The student acquires familiarity with the means of measuring efficiency in reading. This course is accompanied with observations of primary reading classes as well as the actual teaching of reading.

English 23—The Teaching of Oral and Written Composition

Group II, 3rd semester. 2 periods, 2 hrs. credit.

The aim of this course is to ascertain how to secure free self expression from the pupils in oral and written composition. Special stress is placed upon oral composition as speech functions more largely than written composition in life. The prospective teacher is made to realize the necessity of assisting the pupil to form clear percepts and images as a basis for clear expression. The acquisition of a vocabulary by the pupil and his manner of applying it in the expression of his thought is carefully studied. Easy and natural transition from oral to written composition is the end sought in the teaching of composition. The use of standard measurements and tests in oral and written composition is taught in connection with this course.

English 43—The Teaching of Oral and Silent Reading

Group IV, 3rd semester. 3 periods, 3 hrs. credit.

The aim of this course is to enable the student to acquire skill in the teaching of reading to beginners and the handling of the technique of silent reading with older pupils. Attention is given to the development of skill in the use of phonics. Consideration is given to the psychological processes involved in reading. The student acquires familiarity with the means of measuring efficiency in oral and silent reading. The course includes a comparison of the principal methods of teaching reading and is accompanied with observation of oral and silent reading classes as well as the actual teaching of such classes

English 14—Children's Literature and Story Telling

Group I, 4th semester. 3 periods, 2 hrs. credit.

This course involves the collection and study of literature in verse and prose suited to children of this age. The selections are studied for the purpose of finding the elements contained therein that are likely to appeal strongly to children. The study of folk tales and fairy stories is included in this course.

The course in story telling covers the principles involved in telling stories to children. It involves also the application of the principles of child psychology and voice training to the telling of stories.

English 24—Juvenile Literature and Silent Reading

Group II, 4th semester. 3 periods, 2 hrs credit.

This course is planned to give a foundation for teaching literature and silent reading to pupils of the intermediate grades.

It aims to give an adequate knowledge of those literary types that are most suitable for children of this age.

Magazines and current literature are studied and selection made from these sources as well as from standard authors.

A study is made of the difficulties that children meet in their effort to comprehend thought from the printed page. Students are made familiar with the scientific measurements of silent reading.

English 34—Juvenile Literature and Silent Reading

Group III, 4th semester. 3 periods, 2 hrs. credit.

This course aims to make an intensive study of the literature suitable for pupils of the grammar grades and junior high school.

Emphasis is placed upon the ethical situations developed in the reading of pupils of this age. The course also aims to give students control over the technique of teaching silent reading. Students become familiar with the standard measurements of silent reading.

MATHEMATICS

Mathematics 12—The Teaching of Number

Group I, 2nd semester. 2 periods, 2 hrs. credit.

This course covers intensively the work in arithmetic of the first three grades. Parallel with this, is a careful consideration of the approved methods of developing number concepts, of providing measurements and other forms of application, of correlating the number work with the work of other subjects, of conducting drill on number "facts," etc. The methods are illustrated by the observation of actual work with children, by demonstration lessons and by the study and use of simple apparatus and materials, visual aids, etc. A sketch of the historical development of methods of teaching primary arithmetic is a feature of the course.

Mathematics 22—The Teaching of Arithmetic

Group II, 2nd semester. 3 periods, 3 hrs. credit.

This course aims to develop a systematic presentation of the facts and principles of arithmetic with special emphasis upon the topics that are most significant in the work of the intermediate grades. The treatment illustrates at every step the most effective methods of teaching arithmetic. Attention is given to the results of the recent experiments in the psychological processes involved in the teaching of arithmetic and to the measurement of efficiency in this subject by the standard test and scales. Observation of the teaching of arithmetic in the intermediate grades is an essential part of the course.

Mathematics 32—The Teaching of Mathematics

Group III, 2nd semester. 3 periods, 3 hrs. credit.

This course includes important topics in the teaching of arithmetic in the seventh and eighth grades and in the junior high school. Emphasis is placed upon the commercial and industrial applications of arithmetic, with much practice in the making and solution of problems. Attention is given to the teaching of a course in composite mathematics in the junior high school. The use of standard measurements is given consideration. Observation of the teaching of mathematics in these grades is a requirement of the course.

Mathematics 42—The Teaching of Arithmetic

Group IV, 2nd semester. 3 periods, 3 hrs. credit.

This course aims to present a systematic study of the topics in arithmetic that are found in the course of study of the rural school. A special effort is made to have students understand how to use the resources of the country in supplying opportunities for the application of arithmetic. Attention is given to the psychology of arithmetic and to the standard measurements in this subject. Observation is an essential part of the course.

SCIENCE

Science 1—Nature Study

All groups, 1st semester. 3 periods, 2 hrs. credit.

The word nature study is used in a broad sense to cover all phases of elementary science adapted to tall groups. This course aims to give the student a definite body of knowledge of common forms of environment materials and to supply the principles that will guide him in selecting and using environmental materials wherever he may be located. The course includes as wide a range of observation as possible of materials which the prospective teacher may be called upon to use in his work. Field trips are supplemented by laboratory study. For teachers of the upper grades a differentiation is made in favor of materials that supply the basis for further scientific study especially in the field of biology.

Science 12—The Teaching of Geography

Group I, 2nd semester. 1 period, 1 hr. credit.

The emphasis in this course is upon the use of environmental materials for the purpose of developing in the minds of the children correct geographical concepts as to the direction, location, and geographical forms. Students have practice in choosing materials for study, as well as demonstrations of the materials and methods employed by others. An attempt is made to furnish instruction that will enable the student later to adapt his knowledge to the environment in which he is teaching. A part of the time is devoted to laboratory and field work.

Science 22, 32, 42—The Teaching of Geography

Groups II, III, IV, 2nd semester. 3 periods, 3 hrs. credit.

This is a general course in geography given from the standpoint of man's reaction to his environment and aims to co-ordinate fundamental principles of geography. The course is developed from the viewpoint of casual relations rather than the mere enumeration of facts and principles. As far as time permits some study is made of regional geography as a type of further application. Students get training in the organization and the presentation of geographic data through the use of the project problem method; in the preparation and the use of maps, graphs, diagrams, and other illustrative material; and the problems and methods involved in teaching field geography. Students are made familiar with the use of standard educational measurement in geography. The observation of classes in the teaching of geography is a necessary part of the course. Such differentiation in the application of the above principles and methods is made for the different groups as the course of study in geography requires.

Science 44—Agriculture

Group IV, 4th semester. 3 periods, 3 hrs. credit.

A large purpose of this course is to give to the teachers of rural schools an insight into and sympathy with the basic industry of the rural population and to appreciate the larger aspects of this industry as related to our national welfare. The rural teacher is instructed how to relate a knowledge of agriculture to the experiences of rural children with a view of motivating the teaching of the common branches. Opportunity is offered for participation in agricultural projects so that teachers can initiate and supervise projects with their pupils. Through this course teachers come in touch with the leaders of agricultural improvement and learn of the available sources of information on agricultural subjects.

SOCIAL STUDIES

Social Studies 12—The Teaching of History

Group I, 2nd semester. 1 period, 1 hr. credit.

This course begins with the consideration of the aims and purposes of history in the primary grades. The course is devoted mainly to a study and practice in oral presentation and dramatization; and a consideration of the organization of material for special days, festivals, and patriotic exercises. Particular advantage is taken of the results of the work of Dewey in expressing historical movements through industrial arts. This course gives attention to work in civics with a view of having students teach children the fundamental civic virtues and afford a basis of social experience for the interpretation of new social situations as they arise. Emphasis is given to the teaching of significant civic virtues through stories, poems, songs, dramatization and various pupils activities.

Social Studies 22—The Teaching of History

Group II, 2nd semester. 3 periods, 3 hrs. credit.

The course includes a study of such history as will equip students to teach the history of the intermediate grades as recommended by the state course of study. Observation of teaching in these grades is a feature of the course.

Attention is given to teaching civics in the intermediate grades. The course for the fourth and fifth grades centers around the idea of community co-operation, emphasizing those who furnish us food, clothing, shelter, medical aid, light, transportation, protection, etc. The work of the sixth grade centers around the idea of industrial co-operation with emphasis upon vocational opportunities, study of community service through occupations, and the qualifications required for each occupation.



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THE TRAINING SCHOOL AND WAGONS



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Social Studies 32—The Teaching of History

Group III, 2nd semester. 3 periods, 3 hrs. credit.

A course primarily for those specializing in social studies. An intensive course in the teaching of American history with emphasis on the European background. The difference between secondary and primary source material is shown and the student gets acquainted with available source materials as well as acquires a knowledge of the principle text and reference books. The value and danger of historical parallels is shown as well as the importance of relating the study of history to current events. Students are taught to test historical data and to interpret historical facts.

The teaching of community civics follows bulletin No. 23, 1915, of the United States Bureau of Education. The larger responsibilities of citizenship and of patriotism as revealed by the World War are presented and the student gets acquainted with the many books in these fields available for children as well as the proper reference material for the teacher.

Social Studies 42—The Teaching of History

Group IV, 2nd semester. 3 periods, 3 hrs. credit.

This is a composite course in the teaching of history and civics using as a basis the report of the Committee of Eight of the American Historical Association and bulletin No. 23, 1915, of the United States Bureau of Education entitled "The Teaching of Community Civics." Special emphasis is laid upon the opportunities for citizenship in rural communities and upon the ultimate dependence which all civilization has upon the products of the soil. This course aims to develop resourcefulness in the student in the use of available text and reference books.

Social Studies—Citizenship

All groups, 4th semester. 2 periods, 2 hrs. credit.

This course aims to clearly define the meaning of democracy and to discuss the fundamental problems in a democratic social system; to point out the community relationships as expressed in family, church, school, industry, and state to the development of democracy; to emphasize the responsibilities of the individual citizen in his vocation, in his political activities, in his use of leisure, and in the many aspects of social intercourse to the life of democracy; and to all the phases of democracy to make clear the responsibilities of teachers and public education.

Social Studies 44—Rural Sociology

Group IV, 4th semester. 2 periods, 2 hrs. credit.

The primary aim of this course is the inculcation in the minds of the students of a love for and just appreciation of the importance of a healthy country life, and includes consideration of such topics as: defects of present day country life, treated constructively; the lack of rural pride and rural co-operation; land tenantry; migration from the country to the city and its causes; co-operative buying and selling; the need for scientific agriculture; the country home; the country church; good roads; and the country school as an agent in intellectualizing, socializing and spiritualizing country life.

ARTS

Arts 1—Art

All groups, 1st semester. 4 periods, 2 hrs. credit

The aim of this course is to enable students to teach the public school course of study in drawing, including the representation of common objects, the elementary principles of design, lettering, composition and color harmony in their application to dress, home, school, and community interests; to give students facility and confidence in their ability to draw and illustrate on the blackboard a wide range of school subjects; to develop appreciation of art and ability to teach pupils the appreciation of art including the study of pictures. Such differentiation is made in this course for the different groups as the course of study requires, including the teaching of the elements of mechanical drawing for the upper grades.

Arts 1.1—Handwriting

All groups, 1st semester. 2 periods, 1 hr. credit.

At the beginning of this course the handwriting of students is measured by one of the handwriting scales and if they fall below the standard set for teachers they are put in special classes for practice. The time of this course is devoted largely to methods of teaching writing and to developing skill in blackboard writing. Students are instructed in the results of the recent investigations in the psychology of writing. Through measuring their own handwriting and the handwriting of children, students become acquainted with the use of handwriting scales.

Arts 12—Industrial Arts

Group I, 2nd semester. 4 periods, 2 hrs. credit.

This course aims to instruct students in the use of various materials that will enable them to work out simple problems as they arise of the daily necessities of food, clothing and shelter. Students learn to appreciate the problems that are within the interests of

children and how such problems may be graded according to the child's control of technique. The course includes clay modeling, paper and card-board construction and simple problems in wood and textiles. Students observe demonstrations of this work in the training school and participate in such work.

Arts 23—Sewing

Group II, 3rd semester. 2 periods, 1 hr. credit.

The aim of this course is to enable students to teach simple stitches to pupils of the fourth, fifth and sixth grades and to handle projects in the making of various articles for personal and household use.

Arts 14—Industrial Arts

Group I, 4th semester. 4 periods, 2 hrs. credit.

This course gives continued attention to the use of handwork as an illustrative factor in the teaching of nature study, geography, history, literature, arithmetic, and industrial activities of life. Emphasis is given to technique and the organization of such forms of handwork as may be used successfully in the regular class room. The course includes work in paper and cardboard, bookmaking, basketry, textiles, pottery and wood. Students observe demonstration of this work in the training school and participate in such work.

Arts 4—Music

All groups, 4th semester. 4 periods, 2 hrs. credit.

This course presupposes a knowledge of the elements of music. The purpose of this course is to fit students to teach music in the public schools. The salient features of this course are: a treatment of the child's voice, a study of the tonal and rhythmic problems of each grade, ear training, melody writing, sight reading, and part singing, a study of the song material adapted to each grade, the use of the phonograph to develop musical appreciation, and the development of musical programs. Students are taught how to apply the standard musical tests to discover musical talent. Observation and practice teaching are a requirement of the course.

Arts 24—Prevocational Education

Group II, 4th semester. 3 periods, 3 hrs. credit.

The aim of this course is to enable students to develop for the pupils of the fourth, fifth and sixth grades an elementary knowledge of the industries concerned with the fundamental needs of clothing, food and shelter. The construction of a house is the objective of the

course. It includes the making of paper furniture, the stenciling of patterns and the weaving of fabrics on small hand looms, simple carpentry work necessary for the erection of a one-story house and its partition into rooms, problems of distribution of size and space, convenience of access, and discussion of the question of lighting, heating, and ventilation, and the industries of carpentry, plastering, plumbing, brick laying, stone masonry, etc. Students are taught to motivate the handwork of this course through their ability to discuss industrial processes through excursions with their pupils to industrial plants or observation of workmen engaged in industry, together with the description and examination of materials.

HEALTH EDUCATION

Health 1.1—Personal and School Hygiene

All groups, 1st semester. 2 periods, 2 hrs. credit.

Personal Hygiene—The aim of this course is to secure in the students settled habits in the care of the body which will lead to stronger, healthier and more efficient lives. The course aims to have students understand the hygiene of posture, nutrition, clothing, exercise, fatigue, rest and sleep; the causes of ill health and disease together with their control and prevention. Only those facts of physiology and anatomy which have special significance for hygiene are considered. The instructor will hold personal conferences with students as a part of the course.

School Hygiene—(The aim of this course is to equip the student with the knowledge of school and child hygiene necessary for a teacher.) The following topics are included: normal growth and its standards; the ill effects of malnutrition, bad air, lack of exercise, excessive exercise, lack of proper rest, defective vision, defective hearing, adenoids, diseased tonsils; remedies for various defects and the best methods of treating them from the school standpoint; hygiene of program making; school sanitation, including school furniture, ventilation, heating, lighting, water supply, toilets, etc.; regulations of state and local boards of health; the problem of nutrition as applied to school children with laboratory exercises in food values and food preparation. Observation of good hygienic school conditions and of good hygiene teaching is an important feature of this course.

Health 12—Health Habits

Group I, 2nd semester. 1 period, 1 hr. credit.

This course deals with the best methods of inculcating in the child proper habits of health, and includes methods of teaching cleanliness, value of bathing, care of the teeth, proper diet, tooth brush drills,

proper clothing, protection of the eyes, importance of fresh air and sunlight, protection against contagious diseases, causes of fatigue, and the value of rest and recreation.

Health 1, 2—Health Education

All groups, 1st and 2nd semester. 3 periods, 1½ hrs.
credit each semester.

Two hours each semester—Physical Education—floor work; apparatus; marching; rhythmic work, including clubs, wands and folk dancing; games, athletics including track and field events, tennis, hockey, hiking, skating, etc. Corrective work including proper exercise for students unable to take regular gymnasium work.

One hour each semester—a graded course in health education including physical exercises and games arranged to meet the needs of children at various stages of development through the grades. Discussion of the different theories of play, and the management and equipment of playgrounds. First aid in emergencies included.

Health 3, 4—Health Education

All groups, 3rd and 4th semesters. 3 periods, 1½ hrs.
credit each semester.

Two hours each semester—Physical Education—floor work; apparatus; marching; rhythmic work, including clubs, wands, and folk dancing; games; athletics including track and field events, tennis, hockey, hiking, skating, etc. Corrective work including proper exercises for students unable to take regular gymnasium work.

One hour each semester—the graded course in health education for children continued. Demonstration lessons and student teaching. Athletic activities for use on playground. Physical examination of school children.

Social Hygiene—a part of the time of this course is devoted to a discussion of problems of heredity, environment, sex hygiene and eugenics.

SPECIAL DEPARTMENTS

The special courses in Home Economics and Music, formerly two years in length, are now three years, and graduates will be eligible to the best positions in the state. (See statements under "Special Departments" of the New Course of Study.)

The requirements for admission are the same as to the new Regular Normal course—15 units of High School subjects. A minimum unit at present is 96 hours of recitation in a subject, estimated as follows: 36 weeks, 4 periods a week, 40 minutes to period. Graduates of first class high schools easily qualify. Graduates of some second class high schools may have 15 units; but graduates of third class high schools have only 10 units. Additional units may be taken in the Secondary Department of the Normal, so that third class high school graduates may take up five units in one year. If interested, see page 40 of this catalog.

The State Department of Public Instruction now requires three years of training in an approved school for permanent certificate in Home Economics.

HOME ECONOMICS

A semester is 18 weeks.

Tuition in the Home Economics Department is \$2.00 a week.

Enrollment fee is \$10 a semester; or \$20 for the year.

DOMESTIC SCIENCE COTTAGE

A beautiful cottage on the campus is devoted exclusively to the work of the department. The young ladies live here with their instructors and learn practical home-making. This is a feature that adds greatly to the practical, as well as the theoretical, part of the course, and stimulates interest either for public school or social usage.

THE MANSFIELD NORMAL QUARTERLY

FIRST YEAR

First Semester

	Per.	S. H.
Eng. Fund. & Eng. Comp.	4	4
Lib. Methods	1	1
Household Physics	4	3
Cookery	8	5
Practical Housekeeping	2	1
Elem. Sewing	4	2
Health Education	3	1½
Personal & Sch. Hygiene.	2	2
Citizenship	2	2
	<u>30</u>	<u>21½</u>

Second Semester

	Per.	S. H.
Household Physics	7	3
Cookery	6	4
Practical Housekeeping	2	2
Psychology & Adolescence	3	3
Oral Expression	2	2
Garment Making and Dressmaking	4	2
Health Education	3	1½
Laundry	2	1
	<u>29</u>	<u>17½</u>

SECOND YEAR

Third Semester

	Per.	S. H.
Household Chemistry	7	3
Methods of Teaching D. S. and Obs. of Teaching	3	3
Drawing	4	2
Nutrition	3	3
Penmanship	2	1
Design	4	2
Textiles	2	2
Clothing Conservation	4	2
	<u>29</u>	<u>18</u>

Fourth Semester

	Per.	S. H.
Household Chemistry	7	3
Methods of Teaching D. S. and Obs. of Teaching	3	3
Bacteriology	2	2
Home Nursing	2	2
Design	4	2
Industrial Arts	4	2
Dressmaking & Tailoring	6	3
	<u>28</u>	<u>17</u>

THIRD YEAR

Fifth Semester

	Per.	S. H.
Student Teaching	5	5
Meal Planning & Serving	2	1
Embroidery	4	2
Basketry	4	2
House Planning and Furnishing	3	3
Household Management	6	3
	<u>24</u>	<u>16</u>

Sixth Semester

	Per.	S. H.
Student Teaching	5	5
Sociology or Economics	3	3
Millinery	4	2
Luncheon Management	6	3
Chemistry of Foods	7	3
Hist. & Prin. of Ed.	4	4
	<u>29</u>	<u>25</u>

Electives

	S. H.
French	4
Art Appreciation	10
Music	2
	<u>16</u>

For the following subjects see Regular Normal course of study:

Physics,
Health Education,
Personal and School Hygiene,
Psychology and Adolescence,
Oral Expression,
Chemistry,
Drawing,
Industrial Arts,
Sociology of Economics.

Description of Subjects

- D. S. I. Cookery.—A study of the principles involved in preparation of foods and the application of the principles of cookery to the preparation and serving of meals.
- D. S. II. Meal Planning and Serving.—The planning, preparation and serving of meals in the practice house, and serving formal meals and refreshments for various occasions.
- D. S. III. Lunch-room Management.—The planning and serving of hot lunches to the students in the Training School.
- D. S. IV. Household Management.—The principles of household management applied to the home. Experience in the various household activities is gained in the Practice House under the direction of the supervisor, and in turn each Senior has charge of the work in the second Practice House. Attention is given to budgets, division of time and labor and other features of home management.
- D. S. V. Methods of Teaching Domestic Science and Observation of Teaching.—Theory of teaching Domestic Science, including the presentation and planning of lessons and courses of study and types of equipment and cost. A portion of the time to be spent in the observation of teaching.
- D. S. VI. Nutrition.—A general study of foods and nutrition to supplement the work of the Normal course.
- D. S. VII. Chemistry of Foods.—A detailed study of the three classes of foods and the various enzymes and special study of milk and other foods.
- D. S. VIII. Household Chemistry.—A study of water, fuels, textile fibre and fabrics, laundry re-agents, disinfectants, etc.
- D. S. IX. Home Nursing.—The course given under the auspices of the Red Cross or an equivalent course.
- D. S. X. House planning and Decoration.—The essentials in planning or remodeling a home, together with the decorations and furnishings in harmony with good taste and economy.
- Domestic Art I. Elementary Sewing.—Application of the various stitches and seams to practical problems. Hand and machine work to be included.
- Dom. Art II. Garment Making and Dressmaking.—The principles of garment construction and the making of undergarments, waists, skirts, and dresses of wash material.
- Dom. Art III. Dressmaking and Tailoring, including the use of silk and wool materials, and the construction and finishes of tailored garments.
- Dom. Art IV. Methods of Teaching Domestic Art, and the Observation of Teaching.—The theory of teaching Domestic Art, including the planning and presentation of lessons and courses of study. Problems of equipment and cost, and the observation of teaching.
- Dom. Art V. Design.—Includes the principles of design and application in problems in interior decoration, china painting, costume design, etc.
- Dom. Art VI. Clothing Conservation.—Renovation of material and remaking and remodeling various kinds of clothing.
- Dom. Art VII. Basketry.—Raffia and reed work and the construction of baskets, trays, lamps, etc.
- Dom. Art VIII. Millinery.—Study of fabrics, trimming and lining, renovating used materials and remodeling hats, etc.
- Dom. Art IX. Embroidery.—Embroidery stitches and their application to articles of use, utilizing designs in Domestic Art. V.
- Dom. Art. X. Textiles.—A study of textile fibres, evolution of industrial processes involved in the manufacture of fabrics. The classification and composition of standard materials.

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DOMESTIC SCIENCE COTTAGE



THE LIVING ROOM



THE DINING ROOM



A CLASS IN COOKERY



A CORNER IN LIBRARY



COASTING



CANOEING

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MUSIC DEPARTMENTS

CONSERVATORY OF MUSIC

INTRODUCTORY.

The instruction in this department is given by teachers who are artists of very superior ability and attainment. The work is founded upon the plan of the best conservatories of music and makes possible to the student at a most moderate fee opportunities which are offered only by schools of the highest order. It is the aim of the department to fit its graduates for efficient teaching or for public appearance.

PIANO.

The course in Piano covers four years. It requires one lesson a week and three practice periods a day through the first and second years, and two lessons a week and three practice periods a day through the third and fourth years. Either Voice or Orchestral Instrument should be studied, one lesson a week through the last two years of this course. One year of piano should precede, or be taken in connection with, all the other courses. The course includes studies by Czerny, Loeschorn, Kuhlau, Bach's Two and Three Inventions, and Well Tempered Clavichord; sonatas of Mozart, Haydn and Beethoven and the works of Mendelssohn, Schumann, Chopin, Greig, Liszt, Rubenstein, Dvorak, etc.

VOICE.

Three years are required to complete the course in Voice. Special attention is given to tone production, voice placing and breathing, enunciation, phrasing, blending of registers, and the technical exercise of Bonoldi, Lutgen, Panofki, Lamperti, etc. English, Italian and German songs are taught and a suitable repertoire is selected and given to each student.

VIOLIN.

The course in Violin covers four years' work. It comprises studies by Hohmann, Dancla, Schubert, Henning, Kayser, DeBeriot, Kreutzer, Dont, Ries, Alard, Baillot, Sevcik, Kross, Schradieck, Leonard, Compagnoli, Fiorillo, Rode, etc.; sonatas by Mozart, Bach, Handel, Greig and Beethoven and solos by the masters.

VIOLINCELLO.

An adequate course is offered for those who desire to study the Violincello. Work is also offered in Mandolin, Guitar, and Banjo.

ORGAN.

This course is open to any who have completed two years of piano. Its object is to prepare students for church positions, as well as to fit them for recital work and to become teachers of Organ. The works of the best composers for the organ are studied, considerable time being devoted to the study of Bach during the second year of the course. The school has an excellent three manual organ, built by the Austin Organ Company, of Hartford.

SYMPHONY ORCHESTRA.

A Symphony Orchestra averaging forty members, composed of students of the school, is maintained, and hold two rehearsals each week, giving opportunity to become familiar with the best forms of orchestral literature. The orchestra gives frequent concerts.

MUSIC SUPERVISORS' COURSE

Entrance Requirements

The possession of an acceptable singing voice and of a fairly quick sense of tone and rhythm.

Ability to sing at sight hymn and folk tunes with a fair degree of accuracy and facility.

Ability to play the piano or some orchestral instrument representing two years study.

A general academic education, representing a four year high school course or its equivalent, including the ability to speak, write and spell the English language acceptably.

THE MANSFIELD NORMAL QUARTERLY

FIRST YEAR

First Semester			Second Semester		
	Per.	S. H.		Per.	S. H.
Elementary Theory	3	3	Elementary Harmony . . .	3	3
Sight Reading	5	5	Dictation	5	5
English Fundamentals . . .	3	3	Sight Reading	3	3
English Composition	2	2	English Composition . . .	2	2
Dictation	5	5	Oral Expression	2	2
Chorus	2	1	Child Voice & Rote Songs	3	3
Health Education	3	1½	Chorus	2	1
			Health Education	3	1½
	18	20½		18	20½

SECOND YEAR

First Semester			Second Semester		
	Per.	S. H.		Per.	S. H.
Harmony and Melody....	3	3	Harmony and Melody	3	3
Melodic Dictation	3	3	Harmonic Dictation	3	3
Sight Reading	3	3	Sight Reading	3	3
Material and Methods			Material and Methods		
(Grades 1 to 6).....	3	3	(Junior High)	3	3
Violin Classes	3	3	Violin Classes	3	3
Chorus	2	1	Psychology & Child Study	3	3
Health Education	3	1½	Chorus	2	2
Introduction to Teaching.	4	4	Health Education	3	1½
	24	21½		23	20½

THIRD YEAR

First Semester			Second Semester		
	Per.	S. H.		Per.	S. H.
Advanced Harmony	3	3	History of Music		
History of Music			and Appreciation	3	3
and Appreciation	3	3	Orchestral and Choral		
Practice Teaching	5	5	Conducting	3	3
Music Appreciation in			Care and Classification of		
the Grades	1	1	Voices in High School	2	2
High School Material			Practice Teaching	5	5
and Methods	3	3	Community Music	1	1
Orchestra and Band			Games, Pageantry		
Material and Methods..	4	4	Folk Dancing	3	3
Chorus	2	1	Chorus	2	1
			Organization and		
			Administration.	1	1
	21	20		20	19

A semester is 18 weeks.

Enrollment fee, \$10 a semester; \$20 for the year.

No tuition charges for those who expect to teach two years in Pennsylvania. For private lesson rates, see page 54 of this catalog. The number of private lessons that must be taken will depend upon the abilities of the pupil. The Director of the Music Supervisors' Course makes the recommendations.

COLLEGE PREPARATORY

(Secondary Department)

Maintained for the benefit of students who do not have adequate educational facilities in their home community to prepare for Normal schools and colleges. We do not expect to offer a four year secondary course, but to offer subjects to enable students who have had at least two years of high school studies to complete the remainder of the required 15 units necessary for admission to Normal schools and colleges. The following subjects will be offered, depending upon the number who ask for classes:

Plane Geometry	1 unit	El. Economics	1 unit
European History	1 unit	Rhetoric	1 unit
Literature and		Algebra	½ or 1 unit
Composition	1 unit	Physics I	1 unit
General Science	1 unit	Chemistry I	1 unit
Foreign Language. 1 & 2 units		Am. History	1 unit

A good student should have no difficulty in carrying five units of work a year.

The Department of Public Instruction allows 10 units toward admission to Normal Schools to graduates of third grade high schools. Consequently, it is necessary for them to secure an additional five units, either in a first class high school or in the preparatory course of the Normal before taking up the regular or a special course. Graduates of second grade high schools may also need a few units. The additional units required will be taken from the subjects given above.

Students in the preparatory course, or secondary department, as it is sometimes referred to, must pay \$2.00 a week tuition, beginning June 19, 1922, and all other expenses as listed for Normal students.

All students who have less than 15 units to offer for admission are classified in the preparatory department until they shall have passed off the required number of units. It is therefore to their advantage to take such secondary work as is required immediately upon entrance, as all tuition charges cease when a student has passed off the 15 units.

Students in the preparatory course who have 13 or 14 units toward admission should be able to carry their conditions along with the first year of the Normal, graduating in two years. Students with less units toward admission will make up their required units in the preparatory course, and carry such subjects in the Normal as their time and program will allow.

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THE OPERA CAST



NORMAL ORCHESTRA



BOYS' GLEE CLUB



GIRLS' GLEE CLUB

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ELOCUTION

(Oral Expression)

Special lessons—one or two a week—may be taken in connection with the Regular Normal or any of the special courses. (See Expenses in Special Departments.) If the full course, as outlined below, is taken, a certificate of graduation is granted.

FIRST YEAR—TWO LESSONS PER WEEK.

FALL

Evolution of Expression—Book I.

Mechanical Drills—Ott's "How to Use the Voice"—Part I.

Ott's "How to Gesture"—Chapters I to X, inclusive.

Methods of Teaching Reading and Public Speaking in Public Schools.

An Easy Play.

Emerson College Chansonettes.

WINTER

Evolution of Expression—Book II.

Thought and Emotion Expression—Ott's "How to Use the Voice"—Part II.

Ott's "How to Gesture"—Chapters XI to XXI, inclusive.

Methods of Teaching Reading and Public Speaking in Public Schools.

An Easy Play.

Class Recitals.

Emerson College Chansonettes.

SPRING

Evolution of Expression—Book III.

Ott's "How to Use the Voice." Analysis of Sections in Part III.

Ott's "How to Gesture." Chapters XV to XXV, inclusive.

Methods of Teaching Reading in Public Schools.

An Easy Play.

Class Recitals.

Emerson College Chansonettes.

SECOND YEAR—TWO LESSONS PER WEEK

FALL

Evolution of Expression—Book IV.
Dramatic Interpretation of "As You Like It."
Cutting of Scenes and Entire Plays.
Comparison of Present Day Methods of Teaching Reading in
Public Schools.
Practice in Teaching.
Bible and Hymn Reading.
Shurter's "Extempore Speaking" to Chapter V.
Alden's "The Art of Debate" to Chapter VI.
Public Recitals.

WINTER

Review of Evolution of Expression—Books I and II.
Dramatic interpretation of "Taming the Shrew."
Comparison of Present Day Methods of Teaching Reading in
Public Schools.
Practice in Teaching.
Bible and Hymn Reading.
Shurter's "Extempore Speaking" completed.
Alden's "The Art of Debate" completed.
Public Recitals.

SPRING ..

Review of Evolution of Expression—Books III and IV.
Dramatic Interpretation of "Hamlet."
Comparison of Present Day Methods of Teaching Reading in
Public Schools.
Practice in Teaching.
Bible and Hymn Reading.
Study of Plays and Commencement Programs for High Schools.
Presentation of a Modern Play.

Throughout these lessons specific attention is given to Vocal
Technic, Pantomime, Impersonations, Gesture, Stage Managing, and
Individual Repertoire.

Elocution lessons are 75c each, if taken a full semester; other-
wise, \$1.00 each.

SUMMER SCHOOL

DATE.—The summer school opens Monday, June 19, and closes Saturday, August 19. Students should plan to reach Mansfield not later than the evening train on Monday, June 19. Do not come before June 19. The summer session lasts nine weeks which is half the length of a regular semester, and thus permits them to accomplish one quarter of a regular year's work.

EXPENSES AND FEES.—Tuition free if you have 15 high school units or the equivalent; board, \$7.00 a week, \$63; registration fee, \$10; deposit fee, \$5.00. This latter will be returned at the close of the session if there are no damage claims against the student. Books must be purchased. They will probably cost from \$5.00 to \$10.00. The full amount must be paid on day of registration.

CREDIT SECURED AT SUMMER SESSION.—By action of the Normal School Principals no student will be allowed to secure more than twelve (12) semester hours credit in the summer session. As the summer session is nine weeks in length, or half a semester, students will not be enrolled for more than twenty-four hours of class-room work per week or its equivalent.

ADVANCED CREDIT.—As all evaluating of advance credit for Normal School students is done at Harrisburg, students expecting advance credit for previous work or wishing precise information as to the application of the new rules for certification to their own particular case should communicate as early as possible with the Teacher Bureau, Department of Public Instruction, Harrisburg, Pa.

STUDENTS INTERESTED.—Six classes of students will be cared for at the summer session.

(1). Graduates of short term high schools with less than 15 units of entrance credit, who wish to enter the regular Normal in September, 1922, without conditions, may secure not more than twenty-four hours (two units) of class room work. The courses to be offered will probably include English Composition, American Literature, European History, Economics, General Science, Algebra, Plane Geometry, Latin and French. Students interested should write the Principal early concerning their probable needs. Students are not allowed to enter the regular sessions of the Normal without at least 13 units of secondary work and are classed as preparatory students and charged full tuition until they have a total of 15 units of preparatory work. Conditioned students are seriously handicapped in attempting to make up preparatory work during the junior year and should attend summer school if possible. Tuition for preparatory students will be \$2 a week.

(2). Students who wish to earn at least eight semester hours of work during the summer in order to teach in the fall on a Partial Elementary Certificate. Students in this class who wish to continue teach-

ing during the next three years on credit secured at summer sessions must finish the following twenty-one semester hours of work in three years, not more than 12 semester hours of which can be made in the summer session of 1922.

The courses in Art, Music and Health must be taken at least one each year, or until all three are completed. The school efficiency course must be included in the first summer's work. Arrangements of the other courses may be made by the candidate and the principal of the Normal School. The entire twenty-one credits may be completed in two summers, if desired, but must be completed within three.

Subject	Semester Hours
Art	3
Music	3
Health	3
School Efficiency	3
Introduction to Teaching	3
Child Psychology	3

and one of the following: Teaching of,—Reading, Social Studies, Geography, English or Mathematics, each 3 semester hours.

(3). Normal graduates who wish additional professional courses or who wish further specialization in some special field of study Such students will be able to secure from the regular Normal courses listed below twenty-four hours of work adapted to their needs.

(4). Teachers who have started but who have not completed the work for the permanent certificate. For such students regular professional courses will be offered to satisfy the new rules adopted by the Council of Education. Four semester hours of general professional work will be required for each subject still to be completed on the general professional list.

The requirements for the permanent certificate will also include courses in Health, Music and Art, carrying three semester hours credit and reciting six hours a week during summer school.

"To meet the requirements rule, the applicant who has failed in Music, Art or Health, it will be necessary to complete satisfactorily such courses in these subjects as may be approved by the Department of Public Instruction."

Students in this class who are deficient in the books of pedagogy, will be required to take the usual oral examination conducted on the same lines as the examination of last August. Dr. Rowland estimated that there were probably 700 teachers in the state who had made progress toward their permanent certificates under the old rules, but had not yet completed the requirements, and hence would be included in this class.

(5). Normal School students and teachers in service who wish to secure credits toward Normal School graduation or its equivalent. To meet the needs of such students the following courses will probably be given:

(Courses starred are required of students in Group II.)

A. Courses required in one or more groups,

Junior Year, First Semester

*Introduction to Teaching	*Music
English Fundamentals	*Art
English Composition	*Health Education

Junior Year, Second Semester

*Psychology and Child Study	Music
English Composition	Health Education
Oral Expression	

Senior Year, Third Semester

*School Efficiency

Senior Year, Fourth Semester

History and Principles of Education	Educational Sociology
Children's Literature and Story Telling	Educational Measurements

B. Courses required in single groups in the Regular Normal.

Kindergarten Theory	Gr. I
*Teaching of Primary Reading	Gr. I
Teaching of Primary Subjects	Gr. I
*Teaching of Arithmetic	Gr. II
*Teaching of Geography	Gr. II
*Teaching of History	Gr. II
*Teaching of English	Gr. II
Rural Sociology and School Problems	Gr. IV.

C. Elective Courses.

Language	Latin
	French
Mathematics	Mathematics in Junior High School
	Algebra
	Geometry
Social Studies	American Social Problems
English	Literary Masterpieces, English and Continental
Science	General Science in the Junior High School
	Human Geography

(6). Music Supervisors and students intending to pursue the Music Supervisors' course. Mansfield is one of three State institutions giving this course throughout the year under the immediate supervision of the State Director of Music. This is the first year the course has been offered at the Summer Session.

EXTENSION AND CORRESPONDENCE COURSES

Teachers now in service who are interested in these courses should write for the special bulletin giving full details. At present (year 1921-22) there are two Extension centers—Lawrenceville, Tioga county, and Montrose, Susquehanna county, where classes are met on Saturdays.

In the Correspondence courses an opportunity is offered to take many of the Regular Normal subjects with full credit for satisfactory completion of the same.

OF SPECIAL INTEREST

Education means more than that which is received from textbooks or imparted in the class room. There are certain cultural elements which will be found in every wisely educated person—elements that cannot easily be described, but the absence of which in anyone makes him a marked person.

ETIQUETTE—Great care is taken in this school to supply these features of true education. Specific addresses are given from time to time, by members of the faculty, upon the various phases of “good form.” These teachings are insisted upon in the lives of members of the school. Classes in “personality” are conducted by the Dean of Women.

SOCIAL LIFE—As this is a co-educational institution, frequent occasions are made for the natural and proper association of the sexes—always under the chaperonage of members of the faculty.

The Normal emphasizes simplicity in dress. Elaborate day and evening clothes should not be provided. Students are urged to dress as becomes teachers—prospective leaders of boys and girls.

Several organizations add to these cultural elements in the student's life. These are re-enforced by many literary, musical and scientific gatherings to which pupils are urged to give their time and effort.

LITERARY SOCIETIES—Two flourishing literary societies are maintained by the students. Every one is encouraged to become a member, and to take an active part in the meetings.

LIBRARY—As an adjunct to all this, and also an essential aid to class work, the school is supplied with a superior circulating and reference library, selected by the librarian and the teachers of the several departments. More than seven hundred and fifty volumes are added yearly, and it is catalogued after the most modern and approved plan. It is housed in a commodious and well-lighted room, and in the library is to be found a list of the leading magazines and the daily and weekly papers.

LIBRARY STUDY—All students are required to take a course in library work, thus fitting them the better to use and enjoy libraries and to direct the reading of their pupils. An especial phase of the work is the study of Juvenile Literature.

ENTERTAINMENT COURSE—We maintain a superior course of lectures and entertainments each year. These lectures are open to all students of the school, the enrollment fee paying for the course ticket.

ENVIRONMENT—But choice cultural elements cannot be wrought into one's habit of life unless his environment lends constant support to that end. Our pupils are brought to a dining-room unexcelled by any school, whether we consider the quality of what is furnished or the attractiveness of the room in which it is enjoyed; the rooms of our students are the most commodious and the best

furnished to be found in any school of our class; while the corridors and public rooms are adorned with statuary and pictures which reflect the choicest that art has yet produced.

There are no saloons, public billard rooms, or bowling alleys in or near Mansfield.

RELIGIOUS AIDS—The religious element in our natures receives here the attention which its importance merits. Without a touch of sectarianism, but with constant regard for those of all faiths, the very life of the school is made to reveal the spirit of true religion. Bible study, stated meetings for devotion, missionary study, and religious addresses—all under the auspices of the Y. M. C. A. and Y. W. C. A.,—although purely voluntary, are always encouraged, and are largely attended. Sunday morning church attendance is officially required, as is also the six o'clock vesper service.

ATHLETICS—Athletics comes in also for its due share of attention. A committee of Trustees and Teachers controls this phase of the schools activities.

The games of Football, Basketball, Baseball, and Tennis are now open to all members of the school, the enrollment fee paying for the ticket.

HEALTH EDUCATION—Aside from the above named sports of the school, especial attention is given to Health Education. This is for the health, strength and grace of the individual, as well as for its value to him as a teacher. In this work pupils are required to wear clothing suitable for such exercises—divided skirt and loose blouse for the ladies; a negligee shirt for men, and rubber-soled shoes for all. Students are advised not to get suits until they reach Mansfield, so that all may follow an approved pattern. They can be purchased here at very slight cost. All regular students of the school, regardless of the course they are pursuing, are required to take work in the gymnasium, unless they are physically incapacitated, in which case they are excused upon presentation of a physician's certificate.

A graduate dietitian, of wide experience, has entire charge of the kitchen and dining room, planning all meals and supervising the cooking of the same. She is also the instructor in nutrition. It is just as important to be well fed as to be well dressed and well educated.

A State Hospital is located at Blossburg, nine miles from Mansfield, on the macadam road, and on the Erie Railroad, where serious operations or diseases receive immediate attention at low cost, by special arrangement between the Normal and the Hospital.

UNIVERSITY OF ILLINOIS LIBRARY

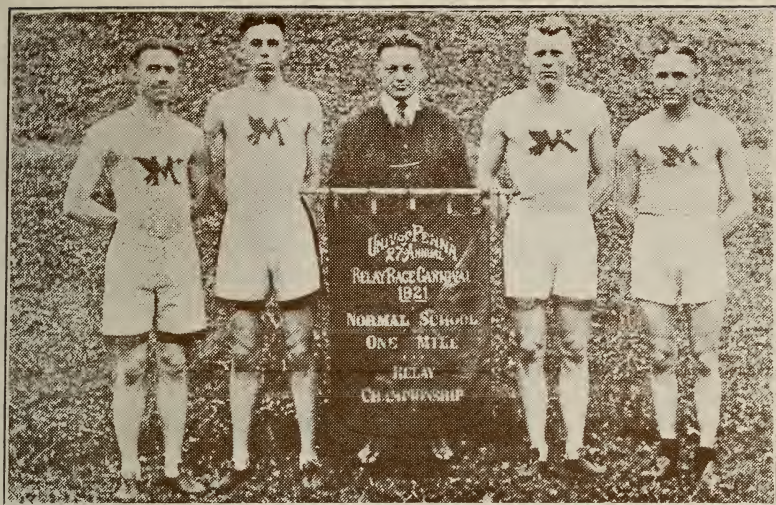




GIRLS' BASKET BALL



FOOTBALL SQUAD, 1921



STATE NORMAL CHAMPIONS



CROSS COUNTRY RUNNERS

UNIVERSITY OF ILLINOIS LIBRARY



HOSPITAL—The school provides a hospital, with a resident nurse. No charge is made for the services rendered by the nurse, but in case of contagious or prolonged disease, parents must provide a special nurse. Every precaution is taken to insure the health of the pupils.

STUDENTS' ROOMS—The educational influence of our students' rooms is not overlooked. They are commodious and are tastefully decorated and furnished. Two students are expected to occupy a room, except by previous arrangement with the Principal and the payment of an excess fee.

Ladies' rooms are furnished with carpet, rockers, straight chairs, tables, bed-room set complete, pillows and one comfortable, mirror on dressing case.

Gentlemen's rooms are furnished with arm chairs, straight chairs, tables, wash-stand, dressing case with mirror, bed, pillows and one comfortable.

All rooms are heated by steam and lighted by electricity.

Students furnish napkins, towels, pillow-slips, sheets, and one or two comfortables or blankets.

BAGGAGE—The school will pay for the transfer of the student's baggage when the student enters during the first two days of the school year, and also will pay the transfer when the student goes home during the last two days of the school year. The school, however, will not pay for the transfer of baggage at other times.

HONORS—Nominations for public honors made by any organization of the school, must be submitted to the faculty for approval before the person can be elected.

Each class is divided into three groups, viz: Honor, Credit, Graduation.

The Honor group comprises those whose average, for the year the honor is given, is 90 per cent. or over; the Credit group, those whose average is from 85 per cent. to 90 per cent. Average for graduation is 75 per cent.

Announcement of the standing of the first two groups in each class will be at Commencement.

FREE SERVICE TO SCHOOL BOARD AND TEACHERS—School Boards and Superintendents desiring the services of good teachers are requested to make early application to the Principal of the Normal School. Students will be recommended entirely upon the

record which they have maintained while at this school, or through personal knowledge. Graduates of Mansfield Normal School are asked to keep in touch with the Principal of the Normal School in order that they might be recommended for better positions demanding experience. A Teachers' Bureau, no commission charged, is maintained for the benefit of our graduates.

STUDENT LOAN FUND—A fund has been established largely by Alumni to aid worthy students. Reasonable amounts may be borrowed from this, without interest charge, to be paid back after the student graduates. The Principal will furnish full information on request.

STUDENT GOVERNMENT—In the Fall of 1917, the young ladies of the Normal, feeling the responsibilities of school life, and regarding themselves as prospective leaders of boys and girls, requested permission to relieve the hall teachers of their duties, and to assume some of the responsibilities for order in the girls' dormitory. This was granted, with the result that Study Hour has never been so satisfactory as at present. The simple regulations, self-imposed, make a mighty appeal to those who want to do right of their own accord. This same plan has since been adopted by the young men.

THE TRAINING SCHOOL—The opportunities offered the student teachers in the Training School are unexcelled by any Normal. Although Mansfield is a small borough of 2,000 inhabitants, yet the surrounding community, as a whole, is fairly populous for school purposes and progress. Many rural schools dotted the hill sides, but a few years ago, all of these, for miles around, were consolidated with our Training School. These, combined with the borough pupils—all borough pupils up to and including grade IX are in our Training School—give us a public school system of 600 pupils, organized in grades and a Junior High School. The Training School faculty and all equipments and supplies are selected by the Normal School authorities. The Normal Seniors teach and observe under real school conditions—20 to 35 pupils to a room, with the best of training teachers to supervise and direct. All plans and problems are carefully considered before the student teachers take charge of the school rooms.

BUILDINGS AND GROUNDS

The Normal School buildings present a noble and imposing aspect. The school grounds have an area of forty acres. The lawns about the buildings are beautifully laid and covered with a great variety of forest trees. The sports of the school are carried on in Smythe Park, a beautiful enclosure in Mansfield of about thirty acres, containing a ball field that is unexcelled, and with seating capacity for five thousand persons. A farm of 14 acres, adjoining the school property, was recently purchased.

SOUTH HALL

This is a brick structure, one hundred fifty feet in length by fifty feet in width. In this building are the men's dormitories, the circulating library, reading room and reference library, recitation rooms, and the text-book library. The building, formerly the old seminary, was enlarged and remodeled in 1889. One hundred and fifty feet north of South Hall, stands the

NORTH HALL

This is one of the finest school buildings in the country. It is two hundred and seventy feet long by one hundred feet wide, and five stories high. It contains the Principal's office, dormitories for the women, reception rooms, Y. W. C. A. room, suite of rooms for the Art and Music Departments, an elegant dining room large enough to seat five hundred, passenger and freight elevators, kitchen, bakery, cold storage plant. The dormitories on each floor of both buildings are supplied with bath tubs and everything needed for health and comfort. All the buildings are heated by steam, lighted by electricity, and supplied with fire escapes of the best construction. Midway between the North and South building is

ALUMNI HALL

This is a brick building, fifty-four by one hundred seventeen feet, three stories high. It contains the recitation rooms, Junior High and a concert hall which occupies one entire story. In this hall is located one of the finest pipe organs to be found in this section of country, installed at a cost of \$15,000. This building was completed in 1886. In the rear of South Hall stands the

GYMNASIUM

This is a fine structure; it is a frame building seventy-five by one hundred thirty feet; it contains a large hall, fifty by one hundred feet, two spacious rooms used for dressing rooms, a room equipped with shower-baths and lockers, and one class room. The drill hall is well furnished with apparatus. This building was erected in 1888.

TRAINING SCHOOL

To the east of North Hall there stands a superior structure devoted to the Training School. The Building is one hundred and twenty feet in length by seventy-two feet in width; two stories and a basement. It contains twelve regular class rooms, a commodious assembly hall, office and other rooms for the special help of retarded children. In the basement are separate play room for boys and girls, heating and ventilating appliances, etc. It is a fire-proof building erected of re-enforced concrete, with a brick facing. Connected with the Training School are play grounds and school gardens.

HOSPITAL

A hospital (brick building) completely isolated from the dormitories, has recently been completed. It is furnished with every appliance for the sick, and it also contains the permanent apartments of the regular nurse. There is also a cottage on the campus, fully equipped, for contagious diseases.

MODEL RURAL TRAINING SCHOOL

An arrangement exists between the Richmond Township School Board and the Normal authorities by which the Normal School has the use of a district school for training purposes. It is thoroughly up-to-date.

PRINCIPAL'S RESIDENCE

A beautiful residence has been erected on the south campus, built of red brick and of the colonial type of architecture. It is in complete harmony with the main buildings, and adds dignity to its surroundings.

Y. M. C. A.

A bungalow, ninety by thirty-five feet, has been built in the rear of the gymnasium, on the extreme south campus, known as "The Y", to be devoted exclusively to the religious and recreational activities of the boys. This is their own building, and contains reading room, rest room, and a large auditorium. The interior is as cozy as it is beautiful. A large fire-place is in one end of the building. Pennants, athletic trophies and pictures of school organizations create an atmosphere of activity and loyalty. A large porch, ten feet wide, runs almost the entire length of the building. The structure cost

\$10,000. Bowling alleys will soon be added. This building is under the supervision of a director. It is felt that the use of this, as planned, will be a powerful uplift among all the boys, as it is no way sectarian. So far as we know, this is the only building of its kind at any of the schools, and is strictly in line with the purposes of this school to remain at the front in developing young men.

DOMESTIC SCIENCE COTTAGE

(See item under Domestic Science Course.)

SPECIAL LAUNDRY ROOMS

In North Hall is a special room where the girls may do any extra washing or ironing that they desire; also another room has been equipped with electric irons for use of the girls.

A special room has been prepared in the Gymnasium where boys may press their clothes. This, too, is equipped with electric irons.

SMALL BUILDINGS

Numerous smaller buildings, as barns, chicken houses, ice house, cold storage, pumping stations, etc., on the farm, add to the utility and convenience of the plant.

TENNIS COURTS

Seven large, well-kept tennis courts are maintained. These afford one of the most beneficial exercises for the boys and girls.

EXPENSES IN REGULAR DEPARTMENT

The regular school year, beginning September 18, 1922, will be 36 weeks. A special summer session of nine weeks will be operated.

The total expenses in the Regular Normal course will be, year 1922-23:

Board, including 12 pieces of laundry a week..	\$252
Enrollment fees	20
Books bought (estimated)	18
Deposit fee—\$5.00 to \$10.00	10

*Total \$300

A semester is 18 weeks. When a student enters he pays one-half of the board of the semester; \$10 enrollment fee; makes his deposit fee of \$5 or \$10 (\$5 for a girl, \$10 for a boy); buys his books that are needed at that time.

No books will be rented next year, but will be sold to students at cost.

*NOTE—Laboratory fees are charged only to those students who take elective courses requiring laboratory work, and are based on cost of material used.

EXPENSES IN SPECIAL DEPARTMENTS

Violin or other instrument under Dr. Butler, per lesson.....	\$1.50
Piano, per lesson	1.00
Voice, per lesson	1.00
Pipe Organ, per lesson	2.50

Rent of Piano:

One period per day, per week.....	.25
More than one period per day, per week.....	.20

Rent of Pipe Organ:

One period per day, per week.....	1.50
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Elocution, per lesson	2.00
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Home Economics, tuition per week	2.00
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All students in Home Economics must furnish their own supplies.

College Preparatory (Secondary Department), tuition per week beginning June 19	2.00
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All students who are taking any secondary work must pay the tuition, whether for one or five subjects, until the necessary 15 units have been obtained.

Hereafter there is no tuition in the Regular Normal or Music Supervisors' courses, regardless of age, providing the student promises to teach at least two years in Pennsylvania.

DEDUCTIONS

Students are charged more per day when in attendance only a part of the Semester, as the regular overhead charges continue. During 1921-22, the regular board was \$7 a week, but \$1.25 a day if a student entered late or left before the close of the Semester. This is likely to be the charge for 1922-23.

The enrollment fee is not deducted even though a student leaves during the term.

Students leaving before the end of the Semester must obtain written permission from the Principal, and full settlement of expenses incurred be made at the office. Otherwise, charges will be made for the entire Semester.

PAYMENTS

TO WHOM MADE—All checks should be drawn to the order of the State Normal School, and payment made to the Bursar.

BOARDING STUDENTS—All dormitory students on entering MUST make the following payments, check or money order preferred, made out to Mansfield State Normal: Board for 10 weeks ($\frac{1}{2}$ of a semester), \$70; books must be purchased. The cost will be around \$15. Enrollment fee for a semester (one half year), \$10; deposit on key to room, \$1; deposit fee to guarantee against loss of books or damage to school property, \$5 for girls, \$10 for boys. Any damage or loss claims will be deducted from the deposit fee at the end of the school year, and balance will be returned to the person paying the bill, and not given to the student. Students must show card of admission to teachers to enter classes, and this card cannot be obtained until the amount mentioned above is paid, a total of \$96 or \$101. The remainder of the first semester's account is due on November 18, board for 10 weeks, \$70. A student may pay for the entire semester ($\frac{1}{2}$ year) when he enters. The small charges made in the laboratory will be paid at the end of the term, as we are unable to tell how much material each student will use. The boarding rate, \$7 a week, includes 12 pieces of laundry a week. If student prefers, he may have his laundry done outside, and he may deduct 50c a week, but written notice must be given to the office bookkeeper on entrance. Students not 17 years old must pay tuition at the rate of \$2 a week. One half of a semester's tuition is due on entrance—\$20, in addition to the expenses listed above, if a student is not 17. No reduction in board or tuition is allowed for absence during the first two or the last two weeks of a semester. If any reduction, for any cause whatever, is requested, board at the rate of \$1.25 a day will be charged for time in attendance.

Students will be compelled to leave school who get in arrears for their board bill, unless satisfactory arrangements have been made with the Principal.

Students from out of town must board in the Normal School

dormitories unless they have previously received special permission from the Principal.

DAY STUDENTS—Those who do not receive State Aid are required to pay the semester's tuition in the Regular Normal Department the first day of the term.

A charge of \$1.00 a semester will be made for the use of a locker in the day student's room. This must be paid in advance. Day students are not compelled to have locker, but will find that one of the steel lockers furnished by the school affords safety and convenience.

BOOKS—Must be purchased.

DEPOSIT FEE—A deposit fee of \$5 is required of all girls and \$10 of all boys entering the Normal School. This is to insure against loss of books, or damage to furniture or other school property, and will be returned when the student leaves school, provided there are no claims against him. Claim accounts will be deducted from this deposit.

GRADUATION AND CREDITS—Members of the Senior Class will not be graduated unless they have paid all their bills, neither will members of the lower classes receive a standing for the year unless all accounts have been settled. It is essential to educational and moral development that students shall recognize the necessity for prompt discharge of indebtedness.

ABSENCES

1. For each unexcused absence from recitation or other class exercises the student will be marked zero in the work missed.

2. The penalty will be doubled if the work missed is not made up on demand to the satisfaction of the instructor.

3. Any student for any reason absent from more than ten per cent of the scheduled exercises in any course during a half semester must take a special examination in that course prior to the date of the regular examination.

4. Fifty cents will be charged for each special examination unless the fee is remitted by the Dean prior to the date of the examination.

5. No excuses will ordinarily be granted for absences on the day before or the day after a week-end trip or a school vacation.

6. Students are expected to make immediate application for excuses and to present them at the next meeting of the class after the absence occurs.

7. All excuses for absence from class are granted by the Dean at his office on the form provided for that purpose.

8. Students repeatedly absent without excuse will be further dealt with as circumstances may direct.

9. Parents are requested to co-operate in securing regular attendance on the part of all pupils.

FOR PROSPECTIVE STUDENTS

(Kindly answer the following questions, and mail this form to the Principal. It will aid in finding a roommate for you, and in attending to other important matters.)

Name (in full)

Home Address

What High School have you attended?

How many years required to complete your High School course?

Did you graduate?

What teacher's certificate do you hold, if any?

How many years have you taught, if any?

Your age; height; weight

The church you prefer to attend

When do you expect to enter?

Do you want a room reserved in the dormitories?

What course do you expect to take? Regular Normal,

Home Economics, Music Supervisors'

Will you want special lessons in Elocution, Art?

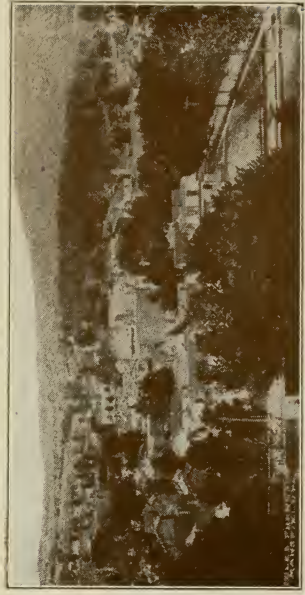
Have you sent to the Normal School Principal for a high school credit form entitled "APPLICATION FOR ADMISSION", required by the Department of Public Instruction of all persons who now enter Normal Schools? This is for your complete high school credits, if you have attended high school.

If not, shall we send you this form? Students should return this form to the Principal before Aug. 16, but if your high school principal is away, and you are unable to get your high school credits, be sure to bring it with you when you enter, or have it sent within a day or so after you enter.

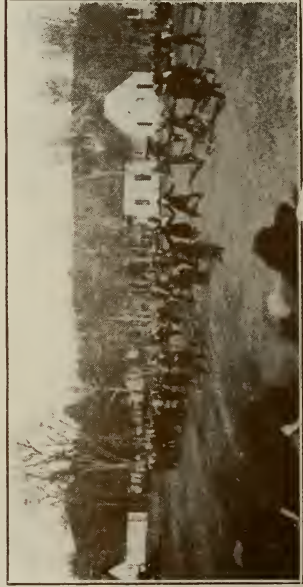
Write on the other side of this sheet the names of friends interested in attending Normal School, with their address.



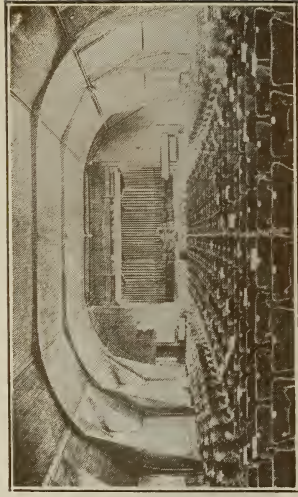
ROBIN HOOD CABIN



THE TOWN FROM NORTH HALL



SNAKE DANCE BETWEEN HALVES



THE AUDITORIUM



THE GYM DECORATED FOR A RECEPTION



THE "Y" HUT

TEXT BOOKS NOW IN USE

Agriculture	Warren's Elements	MacMillan Co.
Algebra (College)	Wentworth & Smith	Ginn & Co.
Algebra (Second Course)	Hawkes, Suby, Touton	Ginn & Co.
Arithmetic (Fresh)	Phillips & Anderson	
		Silver, Burdette & Co.
Arithmetic (Senior)	Wentworth & Smith	Ginn & Co.
Astronomy	Howe's	Silver, Burdette & Co.
Bookkeeping Reference Book	20th Century	Southwestern Pub.
Botany	Bergan's Elements	Ginn & Co.
Caesar	Bennett	Allyn & Bacon
Chemistry, First Course	McPherson & Henderson	Ginn & Co.
Chemistry, Second Course	White	V. Van Nostrand
Cicero	Allen & Greenough	Ginn & Co.
Civics	Phillip's Nation and State	
		Christopher Sower
Civics, Community	Hughes	Allyn & Bacon
Economics	Seagar	Henry Holt & Co.
Elements of Economics	Bullock	Silver, Burdette & Co.
Elements and Notations of Music	McLaughlin's Song Reader	Ginn & Co.
English for New Americans	Field & Coveney	Silver, Burdette & Co.
Ethics	Peabody's Moral Philosophy	
		American Book Co.
French Grammar, 1st	Frazier & Squier	D. C. Heath & Co.
French Grammar, 2nd	Frazier & Squier	D. C. Heath & Co.
French Grammar, 3rd	Complete—Frazier & Squier	
		D. C. Heath & Co.
French Reader	Aldrich & Foster	Ginn & Co.
General Science	Coldwell & Eickenberry	Ginn & Co.
Geography	Tarr & McMurray	MacMillan Co.
Geology	Norton	Ginn & Co.
Geometry, Plane	Durrell	Merrill, Chas. & Co.
Geometry, Solid	Durrell	Merrill, Chas. & Co.
Grammar, English	Robbins & Row	Row, Peterson & Co.
Handwriting by Scales	Palmer	A. N. Palmer Co.
History, American	Ashley	MacMillan Co.
History, Education	Seeley's	American Book Co.
History, English	Montgomery	Ginn & Co.
History, General	Myers	Ginn & Co.

History, Modern Progress..West	Allyn & Bacon	
Household Science	Morris	American Book Co.
How to Live	Fisher & Fisk.....	Ginn & Co.
Latin Composition	D'Ooge	Ginn & Co.
Latin, 1st year	Gunnisin & Harley.	Silver, Burdette & Co.
Latin Grammar	Allen & Greenough	Ginn & Co.
Latin Grammar	Bennett	Allyn & Bacon
Literature (Eng. & Amer.)..Tappan	Houghton Mifflin Co.	
Livy	Wescott	Allyn & Bacon
Logic	Taylor	Scribner
Mechanical Drawing	Anthony	D. C. Heath & Co.
Methods, Fundamental In..Kennedy	MacMillan & Co.	
Methods in Geography	Sutherland	Scott, Foresman
Methods in Hist. & Geog...Bourne.....	Longmans, Green & Co.	
Methods, Library		
How To Use Them.....	Ward	Faxton Co.
Our Schools, Their		
Administration and		
Supervision	Chancellor	D. C. Heath & Co.
Physics, Household	Lyndi	MacMillan Co.
Physics, 1st	Millikan & Gale	Ginn & Co.
Physics, 2nd	Spinney	MacMillan Co.
Physiology	Davison	American Book Co.
Psychology	Betts, The Mind and Its	
	Education	D. Appleton & Co.
Rhetoric (4th year)	Hill	American Book Co.
Rhetoric (2nd year)	Scott & Denney.....	Allyn & Bacon
Rural Teacher and His Work.	Foght	MacMillan Co.
School Efficiency	Bennett	Ginn & Co
School Management	White	American Book Co.
School Management (Rural).	Culter & Stone...	Silver, Burdette & Co.
Sociology	Dealey	Silver, Burdette & Co.
Spanish Grammar	Ingraham-Edgren....	D. C. Heath & Co.
Spanish Commercial Reader.	Harrison	Ginn & Co.
Spelling, Words	So Relle & Kitt.....	Gregg Pub. Co.
Stenography	Gregg	Gregg Pub. Co.
Typewriting	So Relle	Gregg Pub. Co.
Trigonometry	Wentworth & Smith.....	Smith & Co.
Virgil	Greenough & Kittridge.....	Ginn & Co.
Zoology	Colton's	D. C. Heath & Co.

ROLL OF STUDENTS

REGULAR NORMAL

SENIORS

Name	Town	County
Alderson, Lola	LeRaysville	Bradford
Ayres, Helen	Troy, R. D. 3	Bradford
Bailey, Edward	Mansfield	Tioga
Baker, Jane	417 S. 6th St., Camden, N. J.	Camden
Baldwin, Donald	Mansfield	Tioga
Barrett, Marguerite	Susquehanna	Susquehanna
Bauder, Dorothy	Galeton	Potter
Beach, Fred	Mansfield	Tioga
Beaney, Anna	94 Merrit St., Plains	Luzerne
Belknap, Elizabeth	Mansfield	Tioga
Bell, Nellie	Morris Run	Tioga
Bennett, Victor	Johnson City, N. Y.	Broome
Bohan, Clare	76 Johnson St., Pittston	Luzerne
Boyle, Eugene	62 Lee Park Ave., Wilkes-Barre	Luzerne
Bradway, Raymond	Mansfield	Tioga
Brennan, Nell	99 Short Ave., Kingston	Luzerne
Brizzee, Helen	Oswayo	Potter
Brooks, Florence	Canton	Bradford
Brooks, Gladys	Mansfield	Tioga
Burgess, Mark	Forksville	Sullivan
Burke, Anna	76 Merritt St., Plains	Luzerne
Camp, Ethel	Tioga	Tioga
Campbell, Emely	Ulster	Bradford
Campbell, Hazel	Troy	Bradford
Chaffee, Ethel	LeRaysville	Bradford
Chamberlain, Wayne	Mansfield	Tioga
Chell, Myrtle	Mansfield	Tioga
Christopher, Ruth	Leolyn	Tioga
Clark, Fredland	Towanda	Bradford
Conniff, Agnes	15 S. Main St., Plains	Luzerne
Corgan, Alberta	310 Rutter Ave., Kingston	Luzerne
Corgan, Mary	310 Rutter Ave., Kingston	Luzerne
Cramer, Agnes	933 Fisk St., Scranton	Lackawanna
Crawford, Aza	Laceyville	Wyoming
Crawford, William	Blossburg	Tioga

Name	Town	County
Davis, Edyth	16 Mitchell St., Carbondale..	Lackawanna
Davis, Margaret	Taylor	Lackawanna
Driscoll, Burton	Dushore	Sullivan
Eggler, Lavinia	Galeton	Potter
Eimer, Margaret	Roulette	Potter
Elliott, Gladys	Wilawana	Bradford
Enevoldson, Jessie	27 Schubert St., Binghamton...	Broome
English, Wayne	Covington	Tioga
Evans, Gwladys	Wellsboro	Tioga
Everett, Hazel	Jackson Summit	Tioga
Frith, Elsie	Galeton	Potter
Frost, Gertrude	Covington	Tioga
Gallup, Gladys	7208 Oak Lane, N. Phila...	Philadelphia
Gannon, Eva	Wyalusing	Bradford
Gannon, Martha	Wyalusing	Bradford
Gerow, Florence	Knoxville	Tioga
Goldsmith, Helena	468 W. 2nd St., Elmira, N. Y.,	Chemung
Goodwin, James	24 Maffet St., Plains	Luzerne
Gregory, E. Gordon	157 Sharpe St., Kingston	Luzerne
Griffin, Ila	Westfield	Tioga
Harris, Ernestyne	45 Courtwright Ave., Wilkes-Barre...	Luz.
Hartman, Cleora	25 Main St., Galeton.....	Potter
Harvey, Marguerite	706 N. Main St., Coudersport...	Potter
Hasbrouck, Genevieve	Uniondale, R. D. 1	Susquehanna
Hawkins, Evelyn	Towanda	Bradford
Hayes, Annabel	Galeton	Potter
Huey, Bertha	595 Mercer Ave., Dorranceton..	Luzerne
Hughes, Donald	Tioga	Tioga
Isaacs, Grace	Forty Fort	Luzerne
Jacobs, Arlene	Elkland	Tioga
Jennings, Gretchen	Ulysses	Potter
Jessup, Cecile	Mansfield	Tioga
Johnson, Elsie	Morris Run	Tioga
Johnson, Mae	311 Bridge St., Duryea	Luzerne
Karhan, Olga	Sabinsville	Tioga
Keeney, Christine	Laceyville	Wyoming
Kelley, Kenneth	Covington	Tioga
Kelly, Ethel	860 Lake St., Elmira, N. Y....	Chemung
Kelly, Mary	Kingston	Luzerne
Kilmer, Hulda	Forksville	Sullivan
Kinnan, Frances	Middlebury Center	Tioga
Kinney, Lillian	Hop Bottom	Susquehanna
Klesa, Lucile	Coudersport	Potter

THE MANSFIELD NORMAL QUARTERLY

Name	Town	County
Kline, Charlotte	Morris	Tioga
Koehler, Mary	Taylor	Lackawanna
Kovaleski, Alexander	Glen Lyon	Luzerne
Lane, Genevieve	Ulster	Bradford
Langdon, Anna	108 N. Main St., Plains	Luzerne
Lawry, Esther	124 Wyoming St., Wilkes-Barre.	Luzerne
Lee, Nancy	Wyalusing	Bradford
Leslie, Hilda	Tioga	Tioga
Lewis, Mary	1722 Wyoming Ave., Scranton.	Lacka.
Lott, Leila	Orwell	Bradford
Lowe, Richard	Mansfield	Tioga
McConnell, Helen	Mansfield	Tioga
McDowell, Robert	Mansfield	Tioga
MacEwan, Jeanette	Morris Run	Tioga
McInroy, Floyd	Middlebury Center	Tioga
McInroy, Maybelle	Dolgeville, N. Y.	Herkimer
Mann, Carland	Tioga	Tioga
Marsland, Grace	529 Orchard St., Moosic.	Lackawanna
Martin, Leita	375 Wright St., Kingston	Luzerne
May, Charles	Blossburg	Tioga
Mitchell, Robert	Blossburg	Tioga
Monahan, Rose	1424 Lafayette St., Scranton.	Lacka.
Nares, Mary	Mansfield	Tioga
Noack, Romaine	Moscow	Lackawanna
Norman, Loretta	Arnot	Tioga
Northrup, Arthur	929 Grandview St., Scranton.	Lacka.
Odle, Margaret	Osceola	Tioga
Palmer, Walter T.	Shinglehouse	Potter
Palmiter, Floyd	Factoryville	Wyoming
Parks, William	Glen Lyon	Luzerne
Patterson, Dorris	Covington	Tioga
Patterson, Thomas	Westfield	Tioga
Patton, Mary	Brackney	Susquehanna
Pelton, Margaret	Laquin	Bradford
Phillips, Elvin	Wanamie	Luzerne
Read, Anabel	Factoryville	Wyoming
Rees, Ruth	28 Maple Ave., Carbondale.	Lackawanna
Reid, Marion B.	110 Park St., W. Pittston.	Lackawanna
Reynolds, Bessie	Factoryville	Wyoming
Reynolds, Gaylord	Olyphant	Lackawanna
Richards, Dale	Alden Station	Luzerne
Ripley, Keith	Mansfield	Tioga
Ross, Howard	Towanda	Bradford
Rosser, Walter	90 Merritt St., Plains	Luzerne

THE MANSFIELD NORMAL QUARTERLY

Name	Town	County
Rowlands, Hopkin	8 Abbott St., Plains	Luzerne
Ruane, Kathryn	64 Dundaff St., Carbondale.....	Lackawanna
Rugaber, Mary Louise	Westfield	Tioga
Rybacki, Anna	Morris Run	Tioga
Saxton, Luther	Granville Summit	Bradford
Schulz, Albert	601 Schuyler Ave., Kingston....	Luzerne
Scureman, Dorothy	338 Mable Ave., Kingston.....	Luzerne
Shaw, Vera	Crooked Creek	Tioga
Shearer, Minnie	Arnot	Tioga
Sheen, Emilie	Knoxville	Tioga
Sheffer, Anna	Montoursville	Lycoming
Sheridan, Mary	554 N. Main St., Pittston	Luzerne
Shonk, Mildred	127 Parish St., Wilkes-Barre...	Luzerne
Sherman, Eloise	Troy	Bradford
Sluman, Josephine	Carbondale	Lackawanna
Smith, Edna	87 N. Wanut St., Kingston....	Luzerne
Smith, Marjorie	Alba	Bradford
Smith, Stella	Gaines	Potter
Smithson, Leanore	104 Hillcrest Rd., Frankfort, N. Y.	Herk.
Snover, Alyne	Laceyville	Wyoming
Spencer, Katharine	Troy, R. D.	Bradford
Sterling, Elizabeth	Morris Run	Tioga
Sterling, Meta	Hop Bottom	Susquehanna
Stilwell, F. Richard	Mansfield	Tioga
Stover, Edgar	1610 Lafayette Ave., Scranton...	Lacka.
Straley, Thelma	Galeton	Potter
Strange, Malcolm	Mansfield	Tioga
Strunk, Kathleen	New Albany	Bradford
Surina, Anton	Elkland	Tioga
Sweeney, Helen	505 Oak St., Scranton.....	Lackawanna
Thompson, Louise	Galeton	Potter
Tomkins, Myra	Athens	Bradford
VanDyne, Olive	417 Grove St., Elmira N. Y....	Chemung
Wakely, Mabel	Ulster	Bradford
Ward, Marjorie	Honesdale	Wayne
Webb, Marie	Wyoming	Wyoming
White, Hugh	Galeton	Potter
White, Marjorie	Canisteo, N. Y.	Steuben
Wilcox, Hildreth	Covington	Tioga
Whitehouse, Ada	Morris Run	Tioga
Williams, Bernice	Rutland	Tioga
Wittig, Grace	Beach Lake	Wayne
Wood, Charlotte	Elkland	Tioga
Wood, Clark	Ulster	Bradford

JUNIORS

Name	Town	County
Abernathy, Cassie	Mansfield	Tioga
Ames, Hilda	Middlebury Center	Tioga
Amos, Dorothy	R. D. 1, Plymouth	Luzerne
Austin, Florence	633 1st Ave., Williamsport...	Lycoming
Bagley, Miriam	125 Boulevard Ave., Throop.	Lackawanna
Bailey, Marion	Wellsboro	Tioga
Baker, Aaron	Osceola	Tioga
Baran, John	177 Robert St., Alden Station...	Luzerne
Barnes, Florence	Thompson	Susquehanna
Bates, Elizabeth	Mansfield	Tioga
Bates, Laurise	Cowanesque	Tioga
Baxter, Muriel	Granville Summit	Bradford
Beinlich, Cassie	Forksville	Sullivan
Berdanier, Charles	Knoxville	Tioga
Berdanier, Katharine	Knoxville	Tioga
Bernauer, Ella Faustina ...	Lawrenceville	Tioga
Beurket, Jeannette	Honesdale	Wayne
Blakeslee, Zeltha	Laceyville	Wyoming
Breese, Margaret	44 Canaan St., Carbondale.	Lackawanna
Brenneman, Mildred	Factoryville	Wyoming
Breunig, Gladys	Galeton	Potter
Britton, Gladys	305 N. Hyde Park Ave., Scranton.	Lacka.
Britton, Laurella	Clarks Summit	Lackawanna
Brong, Helen	279 N. Main St., Wilkes-Barre..	Luzerne
Burns, Mary	92 Elizabeth St., Pittston	Luzerne
Bush, Ardelle	Westfield	Tioga
Bush, Phyllis	Elmira Heights, N. Y.....	Chemung
Campbell, Aleta	New Albany	Bradford
Carpenter, Mildred	Lawrenceville	Tioga
Case, Mona	Alba	Bradford
Chaffee, Lillian	Pottersville	Bradford
Church, Nathan	Ulysses	Potter
Clark, Diana	508 E. Maple St., Coudersport...	Potter
Clark, Mildred	412 Fourth St., Towanda.....	Bradford
Clark, Ruth	Westfield, R. D. 2	Tioga
Close, Helena	Wellsboro	Tioga
Coates, Rexford	Elkland	Tioga
Cooper, LaVerna	Ralston	Lycoming
Copley, Hilda	Crooked Creek	Tioga
Corson, Frances	New Albany	Bradford
Crawford, Ferne	LeRaysville	Bradford
Cummings, Kathryn	Middlebury Center	Tioga
Cummings, Orrie	Middlebury Center	Tioga
Curtis, Joanna	Genesee	Potter

THE MANSFIELD NORMAL QUARTERLY

Name	Town	County
Danforth, Helen	Shinglehouse	Potter
Danforth, Hildreth	Shinglehouse	Potter
Day, Myra	Forksville	Sullivan
Decker, Marion E.	Mansfield	Tioga
Dixon, Joseph	19 New St., Hudson	Luzerne
Doane, Irma	Galeton	Potter
Dorsett, Lewis	Mansfield	Tioga
Dunbar, Edna	Troy, R. D. 4	Bradford
Dunbar, Elsie	Troy, R. D. 4	Bradford
Dunkelberg, Hene	Seeleyville	Wayne
Dzweczyk, Victor	Mayfield	Lackawanna
Edgerton, Ellsworth	Mansfield	Tioga
Ely, Feda	Wellsboro	Tioga
Estelle, E. Leland	New Albany	Bradford
Featherbay, Flora	Laceyville	Wyoming
Ferguson, Mabel	Alba	Bradford
Fischler, Lucile	Wellsboro	Tioga
Fitzsimmons, Rupert	Roulette	Potter
Fitzsimmons, Maxwell	Roulette	Potter
Fox, Helen	Wyalusing, R. D. 41	Bradford
Fuller, Gertrude	Camptown	Bradford
Gannon, Cecil	Wyalusing	Bradford
Garrison, Justus	Mansfield	Tioga
Garrison, Tracy	Millerton	Tioga
Geiser, Carl	Liberty	Tioga
Gere, Helen	Brooklyn	Susquehanna
Goodman, Mary	741 Bennett St., Luzerne	Luzerne
Gorton, Sara	Mansfield	Tioga
Gould, Wells	Mansfield, R. D. 1	Tioga
Griffis, Minnie B.	409 Lincoln St., Sayre	Bradford
Haight, Rodney	Towanda	Bradford
Hallett, Aletha	33 Second St., Galeton	Potter
Hammond, J. Curtiss	Elkland	Tioga
Hazlett, Edna	48 Sherman St., Galeton	Potter
Heisel, Ellwood	Clearfield	Clearfield
Heyler, LaRue	Blossburg	Tioga
Hodges, Marguerite	915 Prescott Ave., Scranton	Lackawanna
Horvat, Josephine	649 Ann St., Duryea	Luzerne
Hosley, Juanita	Ulysses	Potter
Hughes, Henry	Tioga	Tioga
Huntington, Olive	Coudersport	Potter
Hurley, Mazie	Canton	Bradford
Hutcheson, Wayne	Covington	Tioga
Hutchinson, Edna	LeRaysville	Bradford
Ingraham, Hulda	Galeton	Potter



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THE MANSFIELD NORMAL QUARTERLY

Name	Town	County
Isaacs, Ruth	Alba	Bradford
Jaquish, Joseph	Covington	Tioga
Jones, Ella Mae	Mansfield	Tioga
Jones, Maude	4 Church St., Montrose	Susquehanna
Jones, Ruth	Wellsboro	Tioga
Kehrli, Edwin	Factoryville	Wyoming
Kelly, C. William	30 Main St., Miners Mills	Luzerne
Kenyon, Warren	Genesee	Potter
Knell, Ernest F.	Westfield	Tioga
Kochis, Anna	508 Cypress St., Throop	Lackawanna
Labuski, Lucy	Morris Run	Tioga
LaFrance, Mildred	Laceyville	Wyoming
Lake, Alvin E.	215 St. James St., Mansfield	Tioga
Lenczesky, Ruth	Boulevard Ave., Throop	Lackawanna
Lent, Mae	Mansfield	Tioga
Lersch, Albertine	239 Park Ave., Wilkes-Barre	Luzerne
Lewis, Allen W.	Wellsboro	Tioga
Lewis, Gordon E.	Wellsboro	Tioga
Linck, Wilford	Morris	Tioga
Little, Hazelton	Mansfield	Tioga
McCauley, Helen	Rummerfield, R. D. 2	Bradford
MacEwan, James	Morris Run	Tioga
Maloney, Clare	159 York Ave., Duryea	Luzerne
Maneval, Mary	Liberty, R. D. 2	Tioga
Marley, Mary	128 Loomis St., Wilkes-Barre	Luzerne
Martin, Mae	Morris Run	Tioga
Maughan, Elizabeth	1163 Main St., Pittston	Luzerne
March, Teressa E.	40 School St., Galeton	Potter
Meine, Margaret	21 Germania St., Galeton	Potter
Michaels, George	917 Dunmore St., Throop	Lackawanna
Miller, Marion E.	Knoxville	Tioga
Miller, Marion G.	60 River St., Pittston	Luzerne
Morahan, Helen	Avoca	Luzerne
Moulthrop, Waldo	Monroeton	Bradford
Mullen, James	Altoona	Blair
Nearing, Robert	Tioga	Tioga
Newton, Margaret	Galeton	Potter
Nichols, Gladys	Wellsboro	Tioga
Nicholson, Hazel	Jermyn	Lackawanna
Obourn, Howard	Mansfield	Tioga
O'Herron, Margaret	Groveland, N. Y.	Livingston
O'Malley, Clement	415 Delaware St., Olyphant	Lacka
Oshinsky, Leo	Nanticoke	Luzerne

THE MANSFIELD NORMAL QUARTERLY

Name	Town	County
Ostrom, Charlotte	Liberty	Tioga
Owens, Beatrice	Uniondale, R. D. I.....	Susquehanna
Packard, Ferne	Alba	Bradford
Packard, Mildred	Alba	Bradford
Packard, Pauline	Granville Summit	Bradford
Pendel, Florence	301 Rebecca St., Throop...	Lackawanna
Perry, Gertrude	Genesee	Potter
Quigley, Leona	62 Bidlack St., Forty Fort....	Luzerne
Quigley, Margaret.....	62 Bidlack St., Forty Fort....	Luzerne
Rhodes, Lucille	New Albany	Bradford
Rhodes, Lula	New Albany	Bradford
Rivenburgh, Carola	Carbondale, D. D.	Lackawanna
Robbins, Mary Anna	Sylvania	Bradford
Robbins, Mildred	Wellsburg, N. Y.	Chemung
Rogers, Alice	Rome	Bradford
Roof, Bergen	Monroeton	Bradford
Rooney, Marie	Genesee	Potter
Ross, Lucy	Mansfield, R. D. 3	Tioga
Roupp, Gladys	Grover	Bradford
Rusavage, Edna B.	Duryea	Luzerne
Rynearson, Helene	Harford	Susquehanna
Sachse, Edith	Elmhurst	Lackawanna
Sager, Wanda	Susquehanna	Susquehanna
Sayre, Alfred	25 Main St., Plains	Luzerne
Scarfe, Joseph	Mansfield	Tioga
Schaffer, Anna	511 Foote Ave., Duryea	Luzerne
Schramm, Naomi	20 School St., Galeton	Potter
Shaute, Joseph	159 Electric St., Peckville..	Lackawanna
Shaw, Nelson	Mansfield	Tioga
Shaw, Thelma	Coudersport	Potter
Sherman, Oscar	Mansfield	Tioga
Shoemaker, Annabel	Granville Summit	Bradford
Shoemaker, Thelma	Nichols, N. Y.	
Shopay, Mary	210 River St., Olyphant....	Lackawanna
Simmons, Dorothy	Mansfield	Tioga
Slattery, Kathleen	Wellsboro	Tioga
Smith, Arthur	Tioga	Tioga
Smith, Paulena	Mainesburg, R. D. 1	Tioga
Smith, Phoebe	1131 W. Elm St., Scranton..	Lackawanna
Steele, Wanda	Mansfield	Tioga
Stephens, Mary Etta	Honesdale	Wayne
Sterling, Reay	Morris Run	Tioga
Straley, Dorothy	4 School St., Galeton	Potter
Straley, Norma	4 School St., Galeton	Potter

THE MANSFIELD NORMAL QUARTERLY

Name	Town	County
Strockbine, Ruth	Susquehanna, R. D. 1	Susquehanna
Stuart, Marjorie Furman ...	Troy	Bradford
Tassell, Harold A.	White Mills	Wayne
Tebo, T. Marvin	Leolyn	Tioga
Teed, Celia	Lloyd, R. D.	Tioga
Toole, Thomas	326 Sheridan St., Miners Mills..	Luzerne
Van Gorden, Stanley	Johnson City, N. Y.	Broome
Vosburg, Veura	Mansfield	Tioga
Walsh, Nellie	725 Spring St., Moosic.....	Lackawanna
Warburton, Elsie	Granville Summit	Bradford
Ward, John	329 Summit Ave., St. Paul, Minn..	Ramsey
Warholc, Mary	Eynon	Lackawanna
Watkins, Florence	Ulster, R. D.	Bradford
Watkins, Frederick J.	Troy	Bradford
Watkins, Vera	Ulster, R. D. 2	Bradford
Weaver, Charles	Knoxville	Tioga
Whitmer, Audrus	Ralston	Lycomings
Whitney, Marguerite	Hallstead	Susquehanna
Wight, Kathleen	Canton, R. D.	Bradford
Wilcox, Genevieve	155 Center St., Troy	Bradford
Wilcox, Hazel	Canton, R. D. 1	Bradford
Wilcox, Ruth	Lawrenceville	Tioga
Wilcox, Velma	Canton	Bradford
Williams, Doris	101 Walnut St., Athens	Bradford
Williams, Florence R.	Uniondale	Susquehanna
Williamson, Reba	Elmhurst	Lackawanna
Wood, Hallock	Mansfield	Tioga

PREPARATORY

Baxter, Lawrence	Granville Summit	Bradford
Carpenter, Vaughn	Lawrenceville	Tioga
Collins, Wae	Mansfield	Tioga
Heck, Howard	Coudersport	Potter
Johnson, Robert	Sayre	Bradford
Levine, Mildred	Morris	Tioga
Lynch, Louis	250 Penn. Ave., Waverly, N. Y....	Tioga
Miller, Ben	Plains	Luzerne
Ringler, Emma	326 N. 15th St., Philadelphia.	Philadelphia
Sheldon, Eve	Wellsboro	Tioga
Toole, William	Miners Mills	Luzerne

MUSIC

SECOND YEAR

Name	Town	County
Beach, Helen	Columbia X Roads	Bradford
Bullock, Elizabeth	1798 Main St., Honesdale	Wayne
Dewitt, Grace	Troy	Bradford
Hotchkiss, Mary	Lawrenceville	Tioga
Stonier, Olive	New Milford	Susquehanna
Van Dyke.....	Ulster	Bradford

FIRST YEAR

Andrews, Harriette	1007 Grandview St., Scranton....	Lacka.
Brundle, Eleanor Mae	376 Wyoming Ave., Wyoming..	Wyoming
Greene, Margaret	Rome	Bradford
Holmes, Marjorie	Susquehanna	Susquehanna

ART

SENIORS

Beeunas, Selma	47 Union St., Kingston.....	Luzerne
Brooks, Margie	8 Main St., Plains	Luzerne
Corey, Leora	340 E. Main St., Troy.....	Bradford
Schipbanker, Frances	Mansfield	Tioga
Sweet, Cecile	Sylvania	Bradford

HOME ECONOMICS

SENIORS

Ball, Katharine	Factoryville	Wyoming
Boyle, Mary Williams	Baltimore, Md.	Baltimore
Coolidge, Doris.....	Wellsboro	Tioga
Hubbard. Sarah	304 Main St., Elmira, N. Y....	Chemung
Jones, Effie	Williamstown	Dauphin
Jupenlaz, Mattie	Mansfield	Tioga
Kellogg, Florence	Ulster	Bradford

Name	Town	County
Kelly, Eleanor	860 Lake St., Elmira, N. Y.....	Chemung
Lonis, Elizabeth	12 John St., Ilion, N. Y.	Herkimer
Roof, Ninita	Monroeton	Bradford
Tassell, Grace	White Mills	Wayne

HOME ECONOMICS

FIRST YEAR

Elliott, Hilda	Camptown	Bradford
Everitt, Fredica	414 Keystone Ave., Sayre	Bradford
Freas, Maude	Worthville	Jefferson
Goodrich, Emma	Palmerton	Carbon
Hoagland, Miriam	43 Lake St., Bridgeton, N. J..	Cumberland
Ramsey, Alice	18 Thorn St., Carbondale...	Lackawanna
Rounds, Elizabeth	26 Rey Hurst, Carbondale..	Lackawanna
Williamson, Vida.....	Elmhurst	Lackawanna

BUSINESS

SENIORS

Prentice, Myra	374 New Grant St., Wilkes-Barre...	Luz.
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POST GRADUATES

Gillette, Ralph Casper	Mansfield	Tioga
Squires, Josephine	Mansfield	Tioga

SPECIAL STUDENTS

Bates, Doris	Mansfield	Tioga
Bates, Sarah	Mansfield	Tioga
Belknap, Katherine	Mansfield	Tioga
Carlson, Ellen	Morris	Tioga
Clark, Diana	Coudersport	Potter
Clark, Velma	Mansfield	Tioga

THE MANSFIELD NORMAL QUARTERLY

Name	Town	County
Coles, Stacy	Mansfield	Tioga
Davis, Marie	Mansfield	Tioga
Doud, Helen	Mansfield	Tioga
Doud, Margaret	Mansfield	Tioga
Decker, Arvil	Tioga	Tioga
Evans, Kenneth	Mansfield	Tioga
Ehlers, Willard	Mansfield	Tioga
Hakes, Clarence	Mansfield	Tioga
Holton, Damon	Millerton	Tioga
Hunsinger, Helen	Mansfield	Tioga
Johns, Wilbur	Mansfield	Tioga
Kendrick, Frances	Wellsboro	Tioga
Longstreet, Louise	Mansfield	Tioga
Obourn, Elizabeth	Mansfield	Tioga
Palmer, Lucile	Mansfield	Tioga
Powers, Bernita	Mansfield	Tioga
Straughn, Lloyd	Mansfield	Tioga
Straughn, William	Mansfield	Tioga
Smith, Ross	Mansfield	Tioga
Scureman, Margaret	Mansfield	Tioga
Strait, Harold	Mansfield	Tioga
Scaife, Lottie	Mansfield	Tioga
Smith, Eleanor	Mansfield	Tioga
Smith, Margaret	Mansfield	Tioga
Youmans, Ivah	Mansfield	Tioga
Crossley, Carol	Mansfield	Tioga
Wood, Janet	Mansfield	Tioga
Wilcox, Ruth	Mansfield	Tioga

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